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ABSTRACT

Based on the premise that the best teachers are those who have a firm understanding of the developmental needs of children and plan learning experiences to meet these needs, this resource guide was designed to provide prekindergarten teachers with a collection of classroom ideas and activities that serve as examples of how educators can facilitate children's development and skills. The guide begins with discussions regarding how four-year-olds learn, suggestions for managing the classroom, and tips for noting children's progress. The activities are grouped by skill area: (1) language and literacy (oral language, written language, listening, reading, training materials for teachers); (2) math concepts (number, classification, sequencing/ordering, spatial, time); (3) science; (4) social studies; (5) social and personal competence; and (6) creative expression (art, music, movement, training materials for teachers). Each lesson plan follows the same format: (1) skill focused on in the activity; (2) suggested materials; (3) teacher input (key concepts, ideas, and interactions to focus and facilitate the learning process); (4) procedures; (5) independent learning center suggestions; and (6) extension ideas for additional activities. The guide concludes with a resources section containing a book list, interactive stories, songs, rhymes, and fingerplays. (KB)

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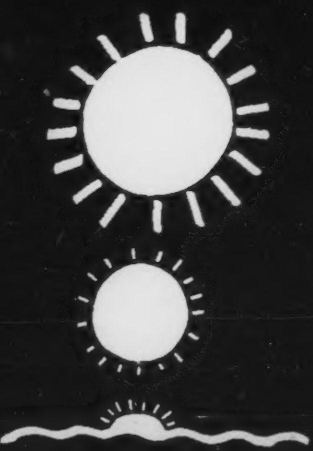

best practices portfolio

1998-99

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table of contents

INTRODUCTION vii

HOW FOUR YEAR OLDS LEARN 1-9

MANAGING YOUR CLASSROOM 10-23
- environment ... 11
- instruction ... 16
- behavior ... 18

NOTING CHILDREN'S PROGRESS 24-54
- collecting information ... 26
  - skills checklist ... 28
- communicating with parents ... 50
  - teacher/parent conference summary sheet ... 52

LANGUAGE AND LITERACY 55-94

EXPRESSIVE LANGUAGE: ORAL

sticker story ... 57
monster sandwich ... 58
whose bag is this? ... 59
four fur feet ... 60
silly songs ... 61
word fun ... 62
the three bears ... 63
20 questions ... 64
what's next ... 65
mouse paint ... 66
the big turnip ... 67
the three pigs ... 68
crash, bang, boom! ... 69
cat in the hat ... 70
cornmeal copy ... 71
global greetings ... 72

EXPRESSIVE LANGUAGE: WRITTEN

help ... 73
wall of fame ... 74
town square ... 75
what does it say? ... 76
what's in a name ... 77
s-i-g-n-s ... 78
word box ... 79

RECEPTIVE LANGUAGE: LISTENING

telephone ... 80
simon says ... 81

RECEPTIVE LANGUAGE: READING

plate sail ... 82
apple of my eye ... 83
we are the world ... 84
hooked on books ... 85
put a face with a name ... 86
name it ... 87
i read it! ... 88
feed the monster ... 89
feel a letter ... 90
right this way ... 91

TRAINING MATERIALS

developmental stages of writing ... 92
shared reading experience ... 93

MATH CONCEPTS 95-138

NUMBER

frog fun 99
how does your garden grow? 100
mr. postman 101
monkey see, monkey do 102
mice are nice 103
lady bug math 104
have a heart 105
pizza party 106
inch by inch 107
just my-size 108

CLASSIFICATION

socks! 109
is it red? 110
magnet magic 111
by land, by sea, by air 112
jell-o surprise 113
fish is fish 114
if the shoe fits 115
eggs-citing 116
splish splash 117

SEQUENCING/ORDERING

box it up 118
billy goats gruff 119
rough to smooth 120
pancakes 121
sumptuous sundaes 122
copy cat! 123
fingerprint frogs 124
pasta patterns 125
echos 126

SPATIAL

bag it 127
find a fossil 128
shape song 129
shape-up 130
tops and bottoms 131
play ball 132
so many circles 133

TIME

freeze! 134
tortoise & hare 135
sun, moon & stars 136
tick, tock! 137
life rope 138

SCIENCE 139-162

get packing 140
seed cycles 141
all "fall" down 142
sniffers 143
is it wet? 144
air power 145
find a fossil 146
it "runs" 147
volcano 148
heat up, cool down 149
bats and birds 150
mirror, mirror 151
take apart 152
cold changes things 153
don't rock the boat 154
waterworks 155
balancing act 156
butter beat 157
plant passageways 158
sunshine and shadow 159
canopy 160
smoothies 161
picture of health 162

SOCIAL STUDIES 163-179

what happened? 165
then and now 166
dinosaur roar 167
the first thanksgiving 168
the way i am 169
family tree 170
where in the world 171
the spice of life 172
bread, bread, bread 173
we're better together 174
special friends 175
hand 'n glove 176
shelter, food clothes 177
pizza express 178
litterbug 179

SOCIAL & PERSONAL COMPETENCE 180-200

who's who 181
band-aid bear 182
our class rules 183
no place like home 184
emergency! 185
the little engine 186
glad, sad mad 187
switch on the light 188
red light, green light 189
i can do it myself! 190
the more we get together 191
the more the merrier 192
it's not fair 193
the right track 194
candy land 195
it's for the birds 196
lost and found 197
great work gallery 198
who does what? 199
amazing me! 200

CREATIVE EXPRESSION . . . 201-254

ART

bird's eye view . . . 203
sponge city . . . 204
under the sea . . . 205
ice is nice . . . 206
mold me . . . 207
snowy day . . . 208
color-falls . . . 209
adventures in color . . . 210
one of a kind . . . 211
imagine that . . . 212
stack 'em . . . 213
city life, country life . . . 214
veggies and dip . . . 215
weave a yarn . . . 216
i spy . . . 217

TRAINING MATERIALS

fun ways to paint . . . 213
helpful hints for appreciating art . . . 220
recipes . . . 221
artistic growth stages . . . 225

MUSIC

feel the beat! . . . 230
climb up, fall down . . . 231
do you hear what i hear? . . . 232
make a joyful noise . . . 233
sing a rainbow . . . 234
shouts and whispers . . . 235
step songs . . . 236
many voices . . . 237

MOVEMENT

eat your vegetables! . . . 240
dancing feet . . . 241
leap frog . . . 242
shape shadows . . . 243
hot potato . . . 244
hi ho, hi ho . . . 245
tee off . . . 246
shoo fly . . . 247
a bit of this and that . . . 248
spiders . . . 249

TRAINING MATERIALS

body movement . . . 250
creative movement . . . 252
fine motor skills . . . 254

RESOURCES SECTION 255-280

booklist . . . 255
interactive stories . . . 261
transitions . . . 263
songs . . . 266
rhymes & fingerplay . . . 273
skills list . . . 277

introduction

The *best practices* portfolio is designed as a resource guide for prekindergarten teachers. It is based on the premise that the best teachers are those who, first of all, have a firm understanding of the developmental needs of children. Equipped with this knowledge, they plan learning experiences to meet these needs by collecting ideas and activities from a variety of sources. The *best practices* portfolios represents such a collection. The activities are child focused, well-planned, developmentally appropriate, and engaging. For the teacher's convenience, they are grouped according to a particular skill. The activities are meant to be examples of how educators can facilitate children's development and skill-building. This resource does not represent a comprehensive curriculum and is not intended as a prescription to be followed literally. It is best for teachers to use the portfolio as a guide, modifying the activities to match the children's skill levels and the teacher's own style.

Experience and research confirm that young children learn best through direct, concrete experience. They are naturally intelligent, curious, creative, and capable of constructing their own knowledge given the proper setting and dedicated, well-prepared teachers. The joy and inquisitiveness that young children bring to the learning process must be nurtured by the adults engaged with them as they explore their world. We believe that an integrated curriculum involves all domains for learning. Therefore, each lesson plan in this portfolio follows the format below:

SKILL

One skill is the focal point for an activity with the understanding that many skills are being used and developed simultaneously;

MATERIALS

Suggested materials to use with the procedures;

TEACHER INPUT

Key concepts, ideas and interactions which help focus and facilitate the learning process. This is not to suggest that the teacher is the sole initiator. On the contrary, good teachers are good listeners and observers, always ready to incorporate children's interests in planning a program;

PROCEDURES

A brief sketch of procedures offered as one means of developing the target skill. These activities often require the direct participation of a teacher as facilitator;

INDEPENDENT LEARNING CENTERS

Centers allow the skill to be enhanced, extended, and integrated into the theme topic. These activities may require help from the teacher but are intended to allow for free exploration and discovery by the children. Any and all performance is accepted;

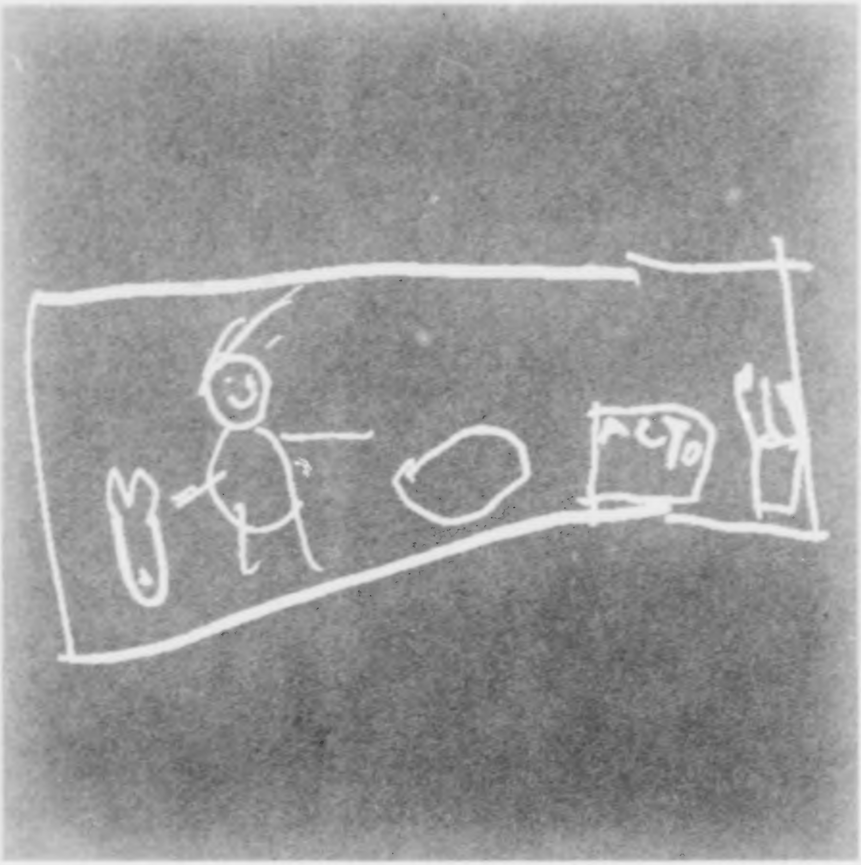
EXTENSION IDEAS

Brainstorming or "jumping off" points for additional planning around related topics and skills. This section can be used as a catalyst in generating each teacher's ideas;

NOTING CHILDREN'S PROGRESS

There are many opportunities to observe and analyze children's skill development. This critical aspect is vital for appropriate planning for each child.

We want this to be your portfolio to add to, change, and organize in ways most helpful for you. The activities and ideas included here are limited only by the creativity and planning of the user. Like the learning process itself, this portfolio is a work in progress, which will grow and evolve in partnership with you, the prekindergarten teacher.



HOW 4 YEAR OLDS LEARN

how four year olds learn

Exuberant, excited, shy, tentative, busy, verbal, inquisitive, and social are just a few words to describe a typical four year old. For the first time they really seek out playmates and enjoy doing things with other children. They are ready to participate in a greater variety of experiences than they were at three and can maintain attention longer in group activities. Increased development of motor skills allows four year olds to have more success in art, cooking, and manipulative fine motor activities as well as climbing, jumping, throwing, catching, and other gross motor activities. They concentrate, remember, and express themselves more clearly to each other and to adults. Most can recognize objects by shape, color, and size though they may confuse the labels associated with each. Curiosity is blooming and they are very interested in the "why" and "how" of things. The world is a place of wonder and four year olds are intent on discovering all they can about it, they will take risks and exhibit great enthusiasm in their exploration of their environment. Teachers should encourage this natural curiosity, first hand exploration, and risk taking within a safe, rich, interactive setting. This first hand interaction with their world is THE way four year olds learn.

As their social horizons expand, four year olds, are also curious about people in their communities and the world. This is the perfect time to introduce multi-cultural and multi-generational experiences.

An effective prekindergarten program recognizes these four year old characteristics as well as the individual differences, learning styles, strengths, and rates of development of the children. Teachers who incorporate this information into their teaching tasks will create a developmentally appropriate environment.

The remainder of this section summarizes some important characteristics of four year olds and offers teachers ideas of what they can provide in order to facilitate "how four year olds learn."

WHAT FOUR YEAR OLDS CAN DO; THEY. . .

PHYSICAL

. . . are energetic and very active
. . . have good use of large muscles and good body control and balance
. . . can handle small objects well
. . . can pour liquids from a pitcher
. . . can use a variety of art tools - scissors, markers, pencils, small paint brushes, clay, eye droppers, printing blocks

LANGUAGE

. . . love to talk
. . . enjoy experimenting with sounds - often they exaggerate sounds and get very noisy
. . . enjoy silly humor in literature and music
. . . continually ask questions - "Why?" and "How?"
. . . enjoy and respond positively to visual props in literature (puppets, flannel board, stories, stuffed animals, costumes, real objects)

COGNITIVE

. . . love learning new information about their world
. . . are curious about the environment and other people
. . . are interested in what's make believe and what's real
. . . enjoy finding solutions to problems in imaginative ways
. . . are interested and take pride in using symbols (letters and numerals)
. . . use developmental writing to express ideas (drawing, scribbling, making symbols that resemble letters)

EMOTIONAL/PERSONAL

. . . are self-assured and often boast about and exaggerate their accomplishments
. . . love being super silly
. . . have emotional extremes - love a lot and hate a lot
. . . are very imaginative and have a high interest in fantasy, monsters, dinosaurs, and super heroes. They love dramatic play.
. . . are interested in "bathroom behavior" (curious about the process and products of elimination)
. . . have strong feelings about possessions
. . . can begin to understand that conflicts can be solved by talking
. . . can demonstrate an attention span of approximately 15 - 20 minutes in group
. . . are capable of making choices about their behavior

SOCIAL

. . . are responsive to adults
. . . can be reliable and can be responsible for clean up tasks, using materials correctly, and taking care of their environment
. . . engage in cooperative play
. . . like the idea of a "special friend," however, they change frequently
. . . enjoy the company of other children
. . . often enjoy the power of using verbal statements to get attention from peers. The ultimate insults are "You're not my friend anymore", or "You can't come to my birthday party."
. . . show concern for others

FOUR YEAR OLDS LEARN BEST WHEN

. . . their learning environment promotes security and self-confidence
. . . learning activities and behavioral expectations match their developmental needs
. . . their learning environment is engaging and encourages active involvement.
. . . they are allowed and encouraged to participate in hands-on, tactile and "real experiences"
. . . a variety of materials and activities are provided to help them acquire skills and information
. . . learning objectives are presented through creative, dramatic, and engaging activities
. . . where all learning styles are taken into consideration - visual, auditory, and tactile
. . . a variety of group sizes and group types are available - whole group, small group, partners, teacher guided, child centered, and independent
. . . their teachers are nurturing, enthusiastic, and creative
. . . they are involved in decision making

WHAT TEACHERS CAN DO

Effective prekindergarten teaching combines the knowledge of what four year old can do with how they learn best. Following is a chart with suggestions of what teachers can do to meet the needs of their children.

LANGUAGE & LITERACY

EXPRESSIVE LANGUAGE: ORAL

What four year olds can do. . .	What we should provide. . .
communicate observations	many opportunities for children to report their observations: • dictating stories • drawing pictures • retelling familiar stories many questions to promote responses: • what do you see? • what is happening now? • what would happen if?
retell a familiar story	props for children to use as they retell stories. • flannel board stories • puppets • small figures (3-D people and animals) • pictures
identify rhyming words	stories, games, songs that include many rhyming words

EXPRESSIVE LANGUAGE: WRITTEN

What four year olds can do. . .	What we should provide. . .
express ideas through developmental writing: • write by drawing a picture (*the pictorial writer)* • differentiate between scribbling for writing and scribbling for drawing *(the squiggler)* • use symbols for writing *(the squiggler/ letter shaker)* • use recognizable letters in writing *(the letter shaker)* • write own name *(the copier)* • write familiar words *(the copier)* • copy words from the environment *(the copier)*	a variety of writing tools as well as many opportunities for children to write: • writing center • post office • office with desk, pads receipts, and appointment books • checkbooks • restaurant order pads

LANGUAGE & LITERACY CONTINUED. . .

RECEPTIVE LANGUAGE: LISTENING

What four year olds can do. . .	What we should provide. . .
sit and listen to stories attentively	• stories that include vivid illustrations • story props to hold children's attention (puppets, animals, real objects, mystery box, flannel board characters, etc.) • a variety of activities during language groups to hold children's interest. Encouragement to be actively engaged by imitating movements, making sound effects, repeating phrases or dialogue in stories • meaningful and appropriate content
follow simple three step directions	• directional charts that include written language and pictures. • directions stated clearly • an opportunity to restate the directions.

RECEPTIVE LANGUAGE: READING

What four year olds can do. . .	What we should provide. . .
recognize that a word is made up of letters and that words can be written.	modeling of writing and reading as a form of communication
recognize/identify logos and environmental words.	containers with written logos in dramatic play such as cereal boxes, juice containers, and soap boxes environmental words posted in classroom such as signs, labels, and directional words

MATH

NUMBER

What four year olds can do...	What we should provide...
determine by one to one matching whether one set of objects has "as many as", "more than", or "less than" another set.	sets of objects that can be arranged using one-to-one matching: lids/containers, bottles/tops, eggs/cartons, nuts/bolts, plates/forks, fish/worms, leaves/branches
understand number concepts one to ten (recognizing that the number ten is associated with all objects in a group, not the last one counted.)	sets of objects with corresponding numerals modeling of the concept that numerals tell how many

CLASSIFICATION

What four year olds can do...	What we should provide...
match like objects	lotto games, matching boards, pairs that go together - socks, mittens, earrings, etc.
select objects in a set	a variety of objects and set holders
sort objects by one or more attributes	
classify and reclassify objects	

SEQUENCING/ORDERING

What four year olds can do...	What we should provide...
fit one ordered set of objects to another through trial and error	sets of objects that can fit together according to size, pitch, shade: • sets of measuring spoons that correspond to sets of measuring cups • sets of containers that correspond to sets of lids

SCIENCE

What four year olds can do. . .	What we should provide. . .
observe and explore the natural environment	many opportunities to explore the natural environment such as water play, sand, colored water, eyedroppers, pets, shells, rocks, and science tools
investigate and describe observations	encouragement to verbally report their observations as well as record their observations through drawing and "writing"

18

MULTIPLE INTELLIGENCES: INDIVIDUALIZING EXPECTATIONS

One very effective tool we can use in achieving our educational goal is the theory of Multiple Intelligences (developed by Dr. Howard Gardner, Harvard University). Dr. Gardner defines intelligence as "the ability to solve problems, or to make things which are valued in at least one community". He has identified eight "intelligences": linguistic, logical-mathematical, spatial (visual), bodily kinesthetic, interpersonal, intrapersonal and naturalistic. We all possess these intelligences in combinations to greater or lesser degrees and when we build on our understanding and performance in other areas, we come closer to reaching our potential as learners.

To put this "tool" into practical use, we teachers must provide opportunities in our curriculum for children to use their individual intelligences. We can do this in large groups through storytelling, music, and large motor activities, and in a variety of independent learning centers. We must pay close attention to our children, observe which centers/activities they eagerly choose, which they avoid and then make plans to help them build bridges between their strengths and weaknesses.

In the same way, we can use a variety of strategies for managing difficult children. For the child strong in language, we might talk about feelings, cooperation, using our words. If a child has logical-mathematical strengths, she may respond to logical consequences. Making images of good behavior or drawing pictures might work for the spatial child. For those strong in bodily-kinesthetic intelligence, we can roleplay aggressive and cooperative behaviors. The budding musician might respond to songs about behavior. Branch out from the standard "Clean up" song into others you can make up. Investigate animal behavior for the naturalist to see how animals get along. Have group meetings for the interpersonal child and time away from the group for the intrapersonal child. Whew! Now you can see why teaching is such hard, though rewarding, work!

We learn from experience that no one technique works all of the time for all children. We are constantly adjusting, shifting, and searching for ways to reach our children and to maintain a class environment that is conducive to learning. We hold to our goal: children who are confident, courteous, capable, creative, and clear about appropriate ways of interacting with each other.

MULTIPLE INTELLIGENCES

The following chart describes the eight different intelligences and some ideas to meet the needs of children who exhibit each one.

CHILDREN WHO ARE STRONGLY:	THINK	LOVE	NEED
LINGUISTIC	in words	reading, writing, telling stories, playing word games, etc	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories, etc
LOGICAL-MATHEMATICAL	by reasoning	experimenting, questioning, figuring out logical puzzles, calculating, etc	things to explore and think about, science materials, manipulatives, trips to the planetarium and science museum
SPATIAL	in images and pictures	designing, drawing, visualizing, doodling, etc	art, Legos, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
BODILY-KINESTHETIC	through somatic sensations	dancing, running, jumping, building, touching, gesturing, etc.	role play, drama, movement, things to build, sports & physical games, tactile experiences, hand-on learning, etc
MUSICAL	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening, etc	sing-along time, trips to concerts, music playing at home and school, musical instruments, etc
INTERPERSONAL	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying, etc	friends, group games, social gatherings, community events, clubs, mentors
INTRAPERSONAL	deeply inside themselves	setting goals, mediating, dreaming, being quiet, planning	secret place, time alone, self-paced projects, choices, etc
NATURALISTIC	in relationship to the natural world	plants, animals, rocks, shells, and other natural elements	opportunities to explore and investigate the natural environment

MANAGING YOUR CLASSROOM

managing your classroom

From the moment we decide to become teachers of young children we begin asking ourselves, "What should young children learn? How will I make it all work? How can I manage a classroom full of children?"

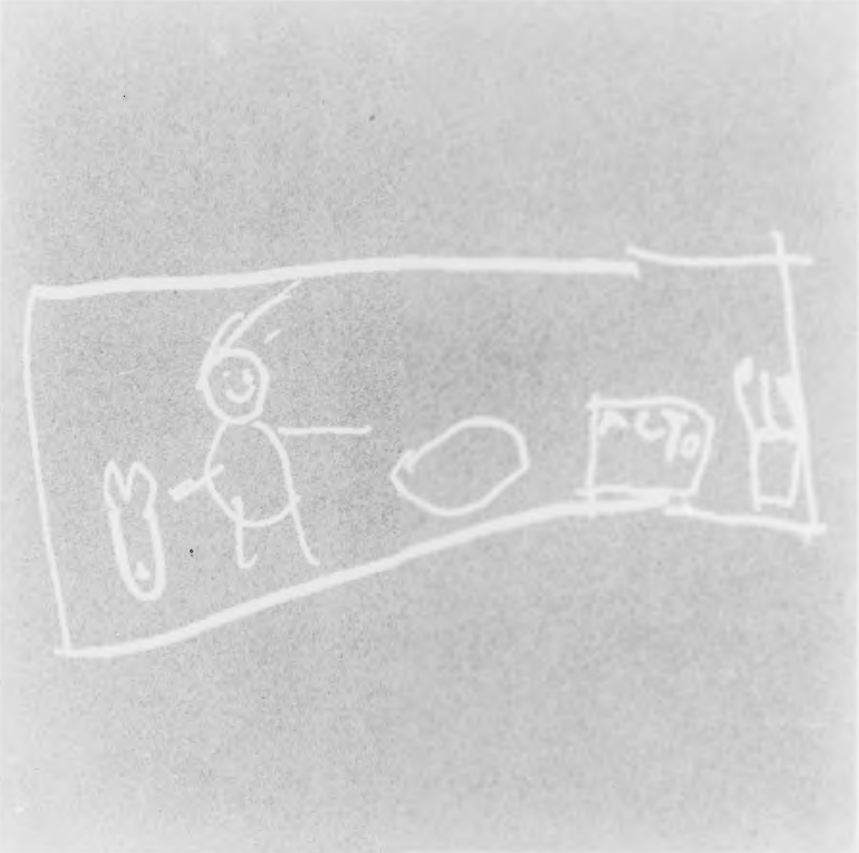
There are lots of decisions, but no simple answers. There is no one best way. We each develop a system that best fits our personalities, our children's needs and interests, the space in which we work, and the availability of materials. This is a dynamic system - many decisions change as our children and classrooms change. "How, then, should I begin? How will I know if I've been successful?"

The most successful programs for children seem to begin with the focus on the children themselves: Are they actively engaged and involved in activities that interest them? Are they provided choices and opportunities to reinforce skills? Do they regularly experience success? Are the activities sufficiently challenging without being frustrating? Is the space arranged in a way that is conducive to productive work/play? Are the materials plentiful, accessible, and developmentally appropriate?

Whatever your style or system, managing your classroom may be organized roughly into three broad categories:

- environment
- instruction
- behavior

This section of the portfolio includes suggestions and ideas to assist you in making decisions about these important tasks of teaching.



environment

environment

The classroom environment, especially the physical arrangement of the room, establishes the atmosphere for learning. Walk into any classroom, look around, and "feel" the climate within. The teacher's personality and style are immediately evident in the way the room is arranged. Does the room look like children would enjoy being there? Is it well-organized? Is the space arranged in a way that invites children to explore, create, and share? Below are guidelines for effective room arrangement followed by descriptions of learning centers to consider as you plan your learning environment.

GUIDELINES FOR ROOM ARRANGEMENT

The learning environment should include spaces for whole group activities and independent learning centers. Some areas will be multi-purpose, accommodating varying numbers of children working independently or with the guidance of a teacher.

- Spaces for whole group activities such as storytelling, movement, and music can be defined by large rugs, tape on the rug, or carpet squares.
- Spaces for independent learning centers such as sand and water, housekeeping, blocks, and reading can be arranged on the perimeter of the whole group area. Small tables, hoola hoops, large open boxes, area rugs, brief cases, and book cases can define these spaces.
- Small tables and carpeted areas can serve multiple purposes. For example, a small group of children may bring puzzles over to a table in the morning while in the afternoon this table becomes the place for an art project.

Learning areas and their uses should be easily identified by the children.

- Use pictures accompanied by word labels to designate each area.
- Put materials with a similar purpose together. When all varieties of blocks are in one area, for example, children learn "this is the space for building."

Learning areas should look inviting to the children.

- Use pleasing color combinations and soft textures.
- Arrange learning materials so that they are visible and easily accessible. This creates an invitation for exploration and manipulation.
- Display a variety of concrete, 3-D materials since young children are naturally attracted to 3-D materials.

Learning areas should accommodate the needs and interests of the children.

- Each learning area should include a variety of materials to encourage making choices.
- Materials and displays should be changed to meet the changing needs and interests of the children.
- Have a cozy, quiet place for children who need time alone.

The location of learning areas can help promote positive behavior from the children.

- Arrange related learning areas close to each other. Examples include math/block, art/science, dramatic play/language. This encourages integration of skills and materials.
- Areas that elicit similar behaviors should be close together. This helps keep the noise at a comfortable level. Put quiet areas like the reading corner and writing area close to each other. Similarly, put noisy areas like blocks and dramatic play and messy areas like science and art near each other.

The learning areas should promote easy movement from one area to another.

- Locate the learning areas in such a way that people can enter the area without walking through another area.
- Establish pathways around learning areas so that children can play in the areas without being disturbed.
- Keep high traffic areas free of congestion.

The classroom should be arranged to promote easy visibility so that children can see their peers and teachers have a good view of all the children at any given time.

- Establish low boundaries with low furniture, shelves and dividers.
- Learning areas should have wide entrances.
- Locate adults where they can easily observe the children.

Teaching materials (flannel boards, felt stories, puppets, music, magic wands) should be readily accessible.

- Storage areas should be conveniently located near corresponding learning areas.
- Materials that are not for children's use should be stored in places that are out of children's reach and sight. This minimizes distractions as well as misuse of materials.

Children's materials should be organized in a way that encourages use and easy clean up.

- Label containers, shelves and other storage areas with pictures and words that match their contents. Photographs, photocopies of objects, catalog pictures or actual objects can be used.
- Use clear storage containers so children can see what belongs inside.
- Use low containers that allow for easy visibility such as baskets, butter tubs, baby wipe containers, silverware trays, sectioned plastic plates, muffin tins.
- Store similar items together.

Room decorations, displays and instructional materials should be visible to the children.

- Arrange children's learning materials on low shelves.
- Display artwork, pictures and print at children's eye level.

Involve the children when changes are made in the environment.

INDEPENDENT LEARNING CENTERS

Independent learning centers are an effective way for teachers to organize activities so that children can make many of their own choices. Centers provide prekindergarten children with stimulating activities, choice, and decision-making activities. Below are descriptions of different kinds of centers that would be appropriate in a prekindergarten classroom. Of course, we have described many more than you would implement at any one time. Teachers should select the number and types of centers based on their own teaching styles and the learning goals they have set for their students.

ART CENTER: The art center is an ideal place for children to express themselves creatively and explore various art materials. This center should be full of open-ended art activities. For example, give children large sheets of plain paper, cups of paint, and long-handled brushes and challenge them to freely create. Avoid closed art activities that have a "right" or "wrong" way of doing them. Examples of closed activities include coloring books, worksheets, and teacher-directed craft activities. Remember, the art center should be a place for self-expression and creativity. It is a good idea for the art center to be located near a sink.

BLOCK CENTER: The block center is a very important part of a prekindergarten classroom. In fact, if you had to choose one center as the most important of all, the block center would be a prime candidate for the title. When children build with blocks, they learn about math concepts, such as size, shape, number, and quantity. They become aware of scientific principles such as force of gravity and the fun of simple machines, such as levers and inclined planes. They learn to think, plan, and problem solve as their structures take form. Block play allows children an opportunity to think, create, cooperate, and communicate. Social learning takes place in the block center as children work together to share materials, space, and ideas. Literacy skills develop through block play when children read rebus task cards for various block experiences. Virtually everything you might want to teach a young child can be taught through block play.

COOKING CENTER: Through cooking, children can learn about measurement, textures, tastes, and changes. They can learn about different types of foods, noting similarities and differences. Healthy eating habits can be formed by providing frequent nutritious cooking activities. Children develop self-confidence when they have the opportunity to prepare foods that will be enjoyed by their classmates and teachers. Simple, easy to follow, rebus charts are an easy management tool to use in this center. These will assist you in making this area more independent and less teacher directed. Choose easy to prepare foods and snacks that do not require heating utensils, sharp knives. Prepare as much as you can in advance. For, example, if you were making the snack "ants on a log", have the celery washed, cut into four inch pieces, cleaned and placed in a baggy before the activity begins. With just a little planning and forethought, cooking activities can be the highlight of the curriculum for both you and the children.

DRAMATIC PLAY CENTER: This center is a vital part of a well-rounded curriculum in the prekindergarten classroom. Social skills develop as children learn to negotiate roles, share materials, and work cooperatively in order to play together. Oral language develops when children share ideas and communicate with each other during their play. Vocabularies are increased when children play with new materials and learn the meanings of new words. Literacy emerges when children write grocery lists, telephone messages, and notes to put on the bulletin board in the play kitchen. Fine motor development is encouraged when children use their fingers to fasten buttons and snaps on dress-up clothes. This center is most fun and meaningful when students are engaged in play related to a particular project, e.g., post office, pet shop, restaurant, dentist's office.

Allowing the students to explore creatively the materials and form their own role play situations is ideal. As play sessions end, this center allows students the opportunity to learn important organizational skills as well.

ENVIRONMENTAL PRINT CENTER: Many children come to preschool having memorized words and picture cues found in their homes, neighborhoods, and communities. They are performing an important pre-reading skill by recalling names such as McDonald's, Burger King, Crest, or Frosted Flakes as a result of the constant use of these products in their daily lives. Establishing an area within the classroom where students are allowed to sort and read environmental print is a delightful way to foster a beginning interest in reading. Ask parents to bring in recyclables such as milk cartons and cereal boxes.

LETTERS CENTER: An all time favorite of preschoolers is having the opportunity to explore a wide variety of letter manipulatives. This center might include sand letters, goo bags, magnetic letters, playdough snakes, letter cubes, or word cards. It is also interesting to place a vast array of books about letters. Such titles as *The Z Was Zapped*, *Albert's Alphabet*, or *Chicka Chicka Boom Boom* are classic favorites.

LIBRARY CENTER: Children's experiences with books will vary, but most children come to school with a sense of the importance of printed words. The purpose of the library center is to increase that awareness and to instill in children a love of literature. The books provided for children to enjoy should include a broad range in content and format. Children will delight in books with colorful illustrations and will be able to follow a simple story line if it is direct and clear. (See booklist in the Resources section of this portfolio).

LISTENING CENTER: One of the most important tasks in the prekindergarten classroom is teaching children to listen. The ability to listen carefully is an important prerequisite to success later in school. The listening center might include read-along materials, tapes, compact discs and headphones. The listening center is one way to assist children in developing school readiness.

MANIPULATIVE CENTER: At the manipulative center, children work with puzzles, string beads, make patterns with geoboards, play matching and sorting games, stack cylinders and much more. The puzzles, matching games, and other materials are all designed to teach specific skills such as recognizing shapes, sizes, and developing eye/hand coordination. This center also allows children to practice using the small muscles in their hands and fingers when they work with manipulative materials.

MATH CENTER: The math center is a wonderful place for exploring concepts of sorting, classifying, ordering, counting, and problem solving. This center might include such items as tactile numbers, pattern blocks, Unifix cubes, and junk boxes filled with a variety of manipulatives such as beads, keys, lids, jewels, screws, or buttons. Students will enjoy exploring the different attributes of each object as well as sorting items by size, shape, color or texture. The math center is an active place, filled with many opportunities for learning.

MUSIC CENTER: This is a place where children experiment with sounds, rhythms, music, and movement. Even if you are in a school which is fortunate enough to have a special music teacher, your students would still enjoy manipulating and exploring rhythm instruments independently. It would be great to include records, tapes, CDs or a color coded keyboard or xylophone. Students will have a blast in this "all-time favorite" center.

PLAYDOUGH CENTER: An area in the classroom can be set aside for clay and playdough activities. This area can be a separate center or combined with activities at the art center. Working with clay and playdough is important for the development of the small muscles in a child's hands and fingers. Soft, pliable playdough is great for pounding out frustrations and angry feelings, so it provides a soothing activity for a child who is upset. This area also promotes creativity and self-expression.

PUPPET CENTER: This center is extremely fun, imaginative, and a great place to foster oral language and expression of ideas and feelings. Puppets are especially helpful for children who feel unsure of themselves. Talking through a puppet can help children say things that are hard to say face to face. Children can act out favorite stories, make up puppet plays of their own, and work through all kinds of problems and concerns.

SCIENCE CENTER: The science center is a wonderful, exciting place for mixing, manipulating, experimenting, and exploring the world. This center could also be called the "discovery center" because discovery is what science is all about. In the science center, children have opportunities to use all their senses as they explore nature and basic scientific principles. They learn geology as they examine, different types of rocks. Chemistry is taught through mixing different substances together and watching the results. Botany is taught through watching how plants grow. The science center is an active, lively place that is full of change and opportunities for wonder. It is a good idea to locate the science center near a sink.

SENSORY CENTER: This center is most often called the "sand and water" area. Be creative with some other great textures such as oatmeal, beans, or shaving cream. Using these mediums, children explore textures, consistencies, shapes, volume, concepts of empty and full, quantities and conservation. By adding various shaped cups, sand tools, and containers for pouring and measuring, children will be engaged in creative learning and enjoying themselves as well.

WRITING CENTER: As its name implies, the writing center is a place where children have opportunities to develop writing skills. Writing is an important part of literacy development and should be available to children each day as one of the free-choice center activities. Activities in this center may be teacher directed or open ended. While most children in prekindergarten are not ready to enter a formal writing program, they can benefit from a variety of experiences that emphasize the importance of letters, signs, and symbols. This center could have lots of paper, crayons, magic slates, chalk boards, chalk, markers, and pencils for drawing, scribbling, and other early writing experiences.

iNSTRUCTION

instruction

Good planning is necessary for successful behavior management. When there is a match between children's interests, and when children have opportunities to learn in active ways, they are less likely to feel frustration and more likely to engage in appropriate behavior. When planning instruction, it is important to consider the children's developmental needs, interests, and learning styles.

WHO'S INVOLVED IN PLANNING ?

It is helpful when planning sessions include all classroom staff. Plans for instruction should be clearly communicated to all teachers working in the classroom. There are also ways that the children can be involved in the planning, such as:

- observe children in their play to get ideas.
- during informal discussions ask children for topic ideas.
- listen to children's conversations for topics of interest.

WHEN TO PLAN

Instruction benefits when planning occurs daily, weekly, and monthly. For example, the daily assessment procedure might indicate that most of the children accomplished a skill easily and quickly. However, a week's worth of activities may have been planned to introduce this skill. These plans, therefore, will have to be modified to accommodate the needs of the class. This type of planning occurs regularly and is often informal. The need for daily planning is typically determined by careful observation and good communication between teachers.

Plans for the upcoming week are typically done at the end of each week. During this time target skills are selected and activities are planned tor the next week. Decisions are made about who does what, and what activities will be done independently.

Long range planning can help teachers set goals for the year. It can be helpful for teachers to make a general outline plan for the year. Decisions about when to cover certain skills can be made as well as when special activities can be implemented during the year. Long range planning can give teachers a general "direction" for the year.

HOW TO PLAN

When teachers plan instruction for young children, the following questions should be addressed:

- What are the developmental needs of this group of children?
- What types of activities lend themselves to fun, exciting, hands-on experiences?
- What types of activities will best teach the skills that need to be taught?
- In what order should some skills be taught?
- What resources are available?
- What materials are needed?
- How can I cover all the skill areas?
- In what order should activities be presented so that they make sense to the children?

schedule

Here are some important things to consider when planning a schedule for four year olds.

- create a good balance of child-directed and teacher-directed activities
- establish a balance between active and passive activities
- when making decisions about the time and length of activities, think about:
    - the attention span of four year olds
    - what time is best for routines such as snack, restroom break, rest time
    - how much time is needed for children to complete small groups or centers
    - will the schedule of activities create a smooth flow

sample
prekindergarten daily schedule

7:30 - 8:30	Arrival Child-selected play / Work time
8:30 - 9:00	Clean-up Large Group - Transition to snack
9:00 - 9:30	Snack
9:30 - 10:00	Outside
10:00 - 11:30	Large Group / Theme development Small Groups / Centers / Work time
11:30 - 12:15	Outside / Playground
12:15 - 12:30	Large Group - Transition lunch
12:30 - 1:00	Lunch
1:00 - 1:30	Large Group - Quiet Time Stories
1:30 - 2:30	Nap / Quiet Activities
2:30 - 3:30	Child-selected play / Work time
3:30 - 4:00	Snack
4:00 - 4:30	Clean-up, Large Group Story
4:30 - 5:30	Outside / Playground
5:30 - 6:30	Child-selected play/work time

31

BeHavioR

behavior

As four-year-olds become part of a classroom, many of them for the first time, they come face-to-face with the realization that they are not the center of the universe. . . "There may be a point of view different from my own; in fact, I may have to learn to share, wait my turn, move with the group, and even control my impulses!"

The wise teacher, using active listening and observation skills, helps the child begin the process of becoming a successful member of the group. It takes the artful integration of several management components to ensure a motivated, confident, productive individual who knows and uses appropriate behavior.

BEHAVIOR MANAGEMENT STRATEGIES

First and foremost, we must be well grounded in our knowledge of the characteristics of four-year-olds. Then we can match our expectations to the abilities of our children and provide experiences that are destined to succeed. Another critical component is the relationship between child and teacher. From the initial meeting, our goal is to create a relationship based on mutual affection and trust. The antennae of children are fine-tuned, and quickly pick up the interest and intentions of teachers. When the message is "I care about and respect you," children are more willing to join in the teacher's effort to maintain group norms.

Following are some time tested techniques that help sustain a well managed, exciting and productive classroom.

▸ ACTIVE LISTENING

An important skill for teachers to master is "active listening." When teachers listen actively, they send children the message that they are important enough to have the teacher's undivided attention. Many problems can be solved and even prevented when teachers take the time to use active listening. Importantly, when a teacher is an active listener, she is able to guide children to solve problems for themselves. Here are four steps to master this skill: Stop, Look, Listen and Respond.

STOP - When a child approaches you with something to share, stop what you are doing and pay attention. Paying attention, even briefly, lets children know that you are listening and that they are important.

LOOK - Be sure to make eye contact with children by getting down on their level and facing them directly. A pleasant facial expression will encourage children to share their feelings and concerns. Look for nonverbal cues that can help you respond accurately to what they are trying to say. Facial expressions and body language provide important information beyond the words you hear.

LISTEN - Focus your attention on what children are saying by listening to their words and their tone. Sometimes young children need help in labeling their feelings or describing a situation. Listen carefully to what children *actually* say as well as what they may be *trying* to say.

RESPOND - After you have stopped, looked and listened, it is time to respond. Depending on what the child has said, an active response would be to (a) paraphrase what you have just heard (this could include helping the child label feelings or describe a situation), and when appropriate, (b) ask a question that will lead the child to her own solution. For example, Deloris comes to her teacher and says, "It's my turn to play with the kangaroo puzzle, and Chris won't give it to me." An active response would be, "You sound angry, Deloris. What can you do to work this out with Chris?" If Deloris has solved problems before she may be able to suggest talking to Chris or sharing the puzzle. If not, the teacher would offer to go with her and guide her to tell Chris what the problem is and help them come up with a solution. Although it would be easier for the teacher to tell Deloris and Chris that they have to share or take the puzzle away until the children stop arguing, the active listening response lets the children know that the teacher has confidence that they can work it out. Teachers who use active listening understand that their goal is for children to learn to become active problem-solvers for themselves.

▸ SETTING REALISTIC LIMITS

In addition to, listening and responding to our children, we must set reasonable expectations for classroom behavior. These expectations are not only influenced by the developmental level of the children, but also the personality, teaching philosophy, and tolerance level of the particular teacher. There is a range of acceptable behavior, and each one of us finds our place within it.

Realizing that behavior that is acceptable at one time may drive us to distraction at another, we must nevertheless aim for consistency in setting and maintaining limits. What a challenge! So how can we go about the task?

- Involve the children in setting some simple class rules.
- Be consistent in reminding children of their rules.
- Convey your expectations to the children often, using a variety of techniques.

▸ POSITIVE REINFORCEMENT AND ENCOURAGEMENT

Positive reinforcement is the most common technique used in helping children develop acceptable behavior. This is a technique that focuses on what the child is doing well, understanding that positive attention tends to increase the chances of the child learning the behavior.

Praise is the most common form of positive reinforcement. Typically, teachers praise children with comments such as "I like the way Lisa is sitting" or "I am proud of your picture." Notice two things about these statements: (1) they start with "I" which means that the focus is on the *teacher's opinion* rather than on the child's effort and (2) they are very general in nature. Although comments such as these can be effective in reinforcing behaviors we would like to suggest some other positive statements that highlight the child's effort (rather than the teacher) and are more specific (rather than general).

Instead of:	Try:
I like the way Taylor is sitting.	Taylor is sitting like a pretzel.
I'm so proud of you for helping to clean up.	Let's work to clean up. I'll help too.
You're so nice to Sherrie.	Sharing with Sherrie makes playtime fun.
Your picture is beautiful.	You worked hard on your painting. Tell me about it.

The "try" statements draw attention to and encourage the effort of the child. This shifts our emphasis away from overusing praise to avoid creating a situation where children only behave when an adult is there to reward or praise them. Our goal is helping children become self-controlled, self-reliant and self-directed. As we change our attitude to one that says, "You can do it," "take a chance," "try again," "cooperating is fun" we will modify our responses to the efforts and behaviors of children. As we praise less, and encourage more, we will notice our children becoming more cooperative, well behaved, and self-confident. Some examples on using encouragement are:

RECOGNIZING EFFORTS AND IMPROVEMENT

It's hard to start something new, but once you're done it a few times it will seem easier.
I know you can do it if you want.
Try it a few times and then you'll do better.
You really worked hard on that!
Looks like you spent a lot of time thinking about that.
Look at the progress you've made (be specific, tell how).

ENCOURAGING SELF-RELIANCE

How well you cleaned your space all by yourself!
You got dressed all by yourself this morning. That's really grown up!
That's a rough one, but I think you can work it out.

ENCOURAGING CONTROL OF AGGRESSION

That was very polite to give Cheryl some blocks when she tried to take yours away.
Thank you for telling us your feelings.
I like the way you explained to Jason that he must wait until you are finished with the scooter.

APPRECIATING HELPFULNESS AND RESPONSIBILITY

It's a big help when you clean up your work.
You worked hard on your picture. You are learning how to do things by yourself!

▸ REDIRECTION

One of the most successful strategies with young children is to redirect them. Often, a child who is not paying attention, not working productively, or having a problem sharing may be easily redirected by the teacher. A gentle reminder such as, "Blake, join us in line so we can all go outside together" may be sufficient to get Blake to join the group. Redirecting to another activity such as "Brooke, you can use the Magic Slate while you're waiting for a turn at the easel" may help her to learn to manage the frustration of waiting.

Redirecting children is an effective technique that can prevent minor episodes of inattention or inappropriate behavior from escalating. It can also provide modeling for children in problem-solving. Hopefully, after some examples and suggestions by the teacher, the child will become more skilled at solving problems on her own.

LOGICAL AND NATURAL CONSEQUENCES

Another positive behavior management strategy is the use of logical consequences instead of punishment. It is important for young children to learn that they can control their own behavior by making good choices. Teachers who use logical consequences believe that this strategy keeps the focus on the desirable behaviors that they want the children to demonstrate. Punishment, on the other hand, focuses on what "not" to do without teaching how to correct the problem.

The first key to logical consequences is to match the consequences to the behavior you are trying to correct. They second key is to administer the consequence in the form of a choice. For example, if Leslie is throwing blocks instead of building with them, he is given the choice of building or going to another center. If he makes the positive choice and changes his behavior to the desired one, the teacher should be sure to comment on the good choice he has made. If, on the other hand, he continues to use the blocks inappropriately, the teacher may have to explain that his behavior shows that he has made the choice to leave the block center for another area. After a reasonable length of time, Leslie should be given another chance to return to the block area to try again. The amount of time would depend on how often the inappropriate behavior has occurred.

Using logical consequences by matching the consequence to the behavior and offering a choice helps teach children that they can control their own behavior. This is critical to the long-term goal of self-discipline.

USE OF PROPS DURING GROUP ACTIVITIES

Props, whether "store-bought" or homemade, add an important and exciting dimension to group activities. They help to keep children engaged in the lessons and, therefore, help minimize distracting behaviors. Props can be elaborate - a beautiful puppet, detailed felt pieces for a story, a box full of particular tools, bags of vegetables - or they can be simple - a paper bag with eyes, a long cardboard tube, a red clown nose. The important thing is to use them.

Using a prop involves thinking ahead and planning so that what we need is at hand. It may mean time set aside for gathering and making props or for shopping. Begin today to use pros, and watch your children's attentive responses. Hide a critter in your pocket to pull out during the walk to the park or playground. Stop, and pretend to listen. Pull out a puppet to talk to the children. Use your imagination and watch for the surprise on those faces. When the teacher's voice won't work *someone else's* just might. Sometimes the magic wand can get children's attention and quiet them down much more effectively than the teacher can. Try it soon.

SMOOTH TRANSITIONS

Transitions occupy hands and minds while children wait to finish clean-ups, to gather for a group activity or for lunch to be served. Having good transition activities, such as fingerplays, songs and creative movement, is an effective way to prevent many behavior problems. These activities can help create a smooth flow between activities. Transition activities can help make waiting fun, gain children's attention, and stimulate interest in up coming events.

- Have in mind a goal for the transition. (Are you trying to quiet things down wit a slow, soft transition or pep things up with a more lively one?)
- Reinforce appropriate responses with encouragement
- Repeat favorite transitions
- Prepare for transition by gaining attention and announcing the wrap up time. "In five minutes we'll be cleaning up for snack."
- Model appropriate behavior and encourage participation.

CONCRETE WAYS TO ENCOURAGE POSITIVE BEHAVIOR

THE "GOOD CHOICE" BOX

The "good choice" box is an effective strategy with children who need external motivators. It can be used daily along with other positive techniques that encourage children to make good decisions about their behaviors. The goals of this management strategy are to 1) motivate the children to make good choices, 2) help the children see that positive consequences often follow good choices and 3) help children understand that they have control over their behavior by the choices they make.

Place a shoe box, clearly labeled "good choice" box. The box should be accessible to teachers and easily visible to the children. when a child is observed making a good choice (e.g., listening attentively, helping another child, following directions), call attention to the specific behavior by saying, "I see that Ricky is making a good choice by ____________. Ricky, put your name in the "GOOD CHOICE BOX". Write the child's name on a piece of paper and have him put it in the "good choice" box. Throughout the day, the "good choice" box can be used to encourage desirable behaviors by having the children put their names in the box. Children may have their names placed in the box many time a day. Schedule a time to select several names from the box (six is a good number).

These children may choose a special privilege (positive consequences). It is important to provide a choice of privileges that would be desirable to the children. The privileges should be based on the needs and interests of the children. Knowing what makes your class happy is important in making this strategy successful. It is a good idea to limit the number of privileges to three.

The following is a list of positive consequences that may be appropriate for four year olds. Display the choices so that the children have a visual representation. Words accompanied with pictures are a good option.

- Be a helper in another class of younger children
- Be the clean-up helper (wash paint containers, tables)
- Lunch with the teacher
- Group-time helper (hold the puppets, help tell a story, transition the children with puppets or a "magic wand")
- Work at the computer
- Help with the class pets

In order for children to make the connection between "good choices" and positive consequences, it is best to have the consequences follow the behavior as soon as possible. It is a good idea to schedule the name drawing time before the end of the day. This allows time for the children to experience the positive consequence (reward) the same day they made good choices. Waiting until the next day may be difficult for some children.

BEST COPY AVAILABLE

THE FRIENDSHIP CUP

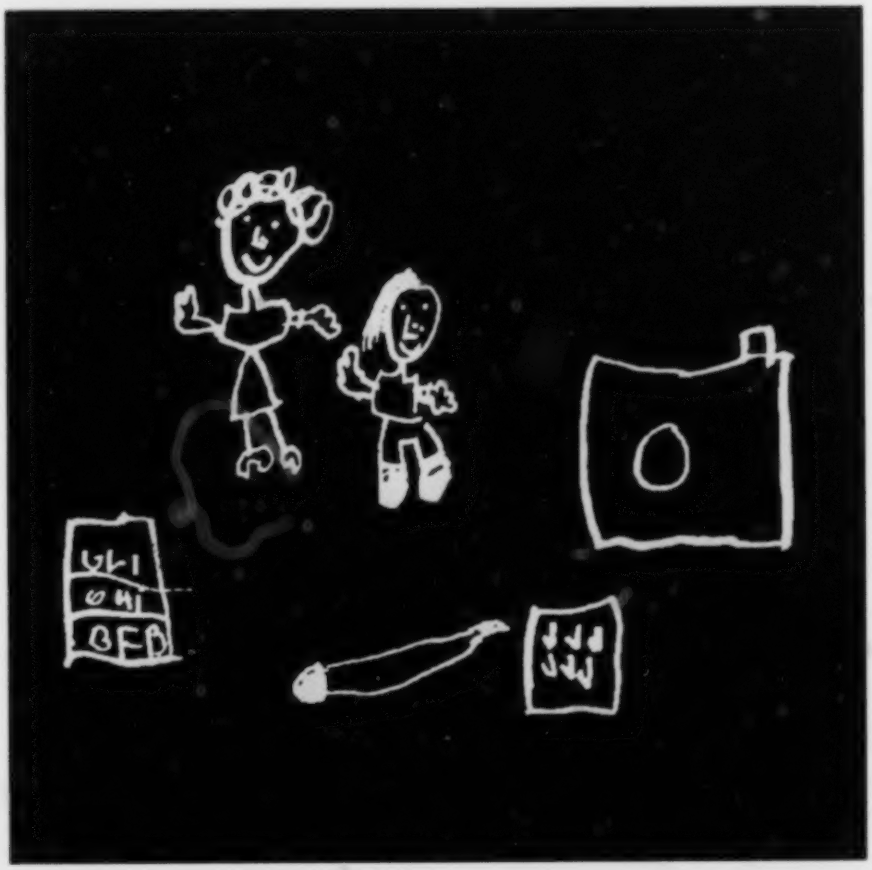
Having a Friendship Cup in the classroom is an effective way to encourage good problem solving skills as well as good social behavior. The Friendship Cup can also promote group cooperation.

Label a clear plastic cup with the words "Friendship Cup". When a child is observed solving a conflict in a peaceful or positive manner (e.g., using words, sharing a toy, asking in a nice way), call attention to the behavior by saying, "I notice that you solved your problem by _____________. You may add a marble to our Friendship Cup." As the cup begins to get full, let the children know that the marbles in the cup show that they are solving problems in a positive way. When the cup is full, the children get to celebrate by doing a special activity of their choice - popcorn party, water day outside, ice cream, watermelon. Having the children's input in choosing the celebrating activity as well as having them participate in the planning and preparation makes the Friendship Cup even more meaningful.

THE "GOOD CHOICE" GUIDE

Young children need many opportunities to practice making good choices about their behavior. Even when a child has made a wrong choice, sometimes it is best for her to practice the more appropriate behavior immediately, rather than to experience a negative consequence. In other words, the child can redo the wrong choice by replacing it with a good choice. Example: a child gets frustrated and grabs a toy from another child. Both children appear unhappy. Say to the child, "Grabbing the toy didn't work. Let's try that again. Ask Jean in a kind way if you can have the toy when she is finished." The goal of this strategy is to provide the child with successful practice in making good choices so that those positive behaviors later become internalized.

A concrete technique for implementing this strategy begins by posting the Classroom Rules where they are visible to the children. Then, accompany each rule with a picture that illustrates the behavior - photographs are a good idea. When a child has made a wrong choice such as running inside, say to the child, "Running is not a good choice for inside, look at the Classroom Rules and find a better choice." Referring to the chart provides a visual representation in addition to helping the child make a decision about his own behavior. Although this strategy may be time consuming having a visual representation available can be a helpful reminder to the children.



NOTING CHILDREN'S PROGRESS

noting children's progress

Noting children's progress is critical to the process of making informed educational decisions. Teachers find themselves making hundreds of decisions daily that are dependent on a clear understanding of the developmental needs of their children. A carefully planned program to evaluate these needs begins with observing and collecting information about the interests and abilities of the children. Then, recording procedures are used to keep track of the children's progress and to serve as the basis for planning appropriate learning activities.

Information about the children's progress can be collected throughout the course of the regular day's activities. It is not necessary to set aside special "observation" times. Rather, it is preferable to systematically observe the children while they are participating in their daily learning activities. This type of "naturalistic" assessment process is less obtrusive than more traditional methods. It also provides an evaluation of what children can do within the context of real activities rather than what they can do under special evaluation conditions.

It is a good idea to use a variety of ways to gather information. No single strategy is sufficient to give a well-rounded view of a child's capabilities. Therefore, we recommend choosing several different strategies, each one designed to complement the other. When combined, the information offers a multidimensional description of the child. In the "Collecting Information" part of this section we present three specific techniques: using checklists, keeping anecdotal records, and collecting work samples.

As mentioned above, one primary purpose for monitoring children' s development is to use the information in planning learning activities. Another is to be able to communicate with parents about their children's accomplishments. When teachers and parents exchange ideas, both benefit from each other's view of the children's interests, needs, and abilities. It is well documented that this partnership serves to support the educational process. The "Communicating with Parents" portion of this section contains specific suggestions for effective parent involvement strategies.

The National Association for the Education of Young Children (NAEYC) has published *Reaching potentials: Transforming early childhood education and assessment* (1995) which contains guidelines about assessing, planning, and working with parents. With permission from NAEYC, those guidelines appear on the next page.

GUIDELINES FOR APPROPRIATE ASSESSMENT FOR PLANNING INSTRUCTION AND COMMUNICATING WITH PARENTS

Reaching Potentials: Transforming Early Childhood Curriculum and Assessment, Vol 2, (1995)
Sue Bredekamp & Teresa Rosegrant, Editors

1. Curriculum and assessment are integrated throughout the program; assessment is congruent with and relevant to the goals, objectives, and content of the program.

2. Assessment results in benefits to the child, such as needed adjustments in the curriculum or more individualized instruction and improvements in the program.

3. Children's development and learning in all domains — physical, social, emotional, and cognitive — and their dispositions and feelings are routinely assessed by teachers' observing children's activities and interactions, listening to them as they talk, and using their constructive errors to understand their learning.

4. Assessment provides teachers with useful information to successfully fulfill their responsibilities: to support children's learning and development, to plan for individuals and groups, and to communicate with parents.

5. Assessment involves regular and periodic observation of the child in a wide variety of circumstances that are representative of the child's behavior in the program over time.

6. Assessment relies primarily on procedures that reflect the ongoing life of the classroom and typical activities of the children. Assessment avoids approaches that place children in artificial situations, impede the usual learning and developmental experiences in the classroom, or divert children from their natural learning processes.

7. Assessment relies on demonstrated performance during real, not contrived, activities, for example, real reading and writing activities rather than only skills testing (Teale 1988; Engle 1990).

8. Assessment utilizes an array of tools and a variety of processes, including, but not limited to, collections of representative work by children (artwork, stories they write, recordings of their reading), records of systematic observation by teachers, records of conversations and interviews with children, and teachers' summaries of children's progress as individuals and as groups (Chittenden & Courtney 1989; Goodman, Goodman, & Hood 1989).

9. Assessment recognizes individual diversity of learning and allows for differences in styles and rates of learning. Assessment takes into consideration children's ability in English, their stage of language acquisition, and whether they have been given the time and opportunity to develop proficiency in their native language as well as in English.

10. Assessment supports children's development and learning; it does *not* threaten children's psychological safety or feelings of self-esteem.

11. Assessment supports parents' relationships with their children and does not undermine parents' confidence in their children's or their own ability, nor does it devalue the language and culture of the family.

12. Assessment demonstrates children's overall strengths and progress, what children *can* do, not just their wrong answers and what they cannot do or do not know.

13. Assessment is an essential component of the teacher's role. Since teachers can make maximal use of assessment results, the teacher is the *primary* assessor.

14. Assessment is a collaborative process involving children and teachers, teachers and parents, school and community. Information from parents about each child's experiences at home is used in planning instruction and evaluating children's learning. Information obtained from assessment is shared with parents in language they can understand.

15. Assessment encourages children to participate in self-evaluation.

16. Assessment addresses what children can do independently and what they can demonstrate with assistance, because the latter shows the direction of their growth.

17. Information about each child's growth, development, and learning is systematically collected and recorded at regular intervals. Information such as samples of children's work, descriptions of their performance, and anecdotal records is used for planning instruction and communicating with parents.

18. A regular process exits for periodic information sharing between teachers and parents about children's growth and development and performance. The method of reporting to parents does not rely on letter or numerical grades but rather provides more meaningful, descriptive information in narrative form.

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christie
CAtAtDOG

COLLECTING INFORMATION

collecting information

The strategies and techniques for collecting information, the actual manners in which we note children's progress, are as varies as teachers themselves. We would like to offer some "tried and true" methods as a beginning point for developing your own techniques.

CHECKLISTS

- These handy devices are a good way to record the different skill levels of each child in a specific domain. We have provided one example that you may reproduce and fill in as you see fit. Some teachers find it easy to attach them to clipboards and leave in the various learning centers. The data are then collected and collated at a specified time - end of day, once a week, bi-weekly.

STUDENT PORTFOLIOS

- This is a collection of a variety of student work - art work, dictated stories, beginning writing samples, photos of an individual project . These individual collections allow teachers to note a child's progress over time and assess the learning process as well as the specific product. It is important to date the work samples and annotate them with your own words and those of the child. (Please write on the back of the papers so the child's work is honored).

ANECDOTAL RECORDS

- These are brief, written, descriptive accounts of a child's behavior, a skill mastered, a need observed; any important incident you wish to record. They can take the form of notes, photos, taped conversations. A collection of anecdotal notes can indicate behavioral patterns or learning processes over a period of time and are an excellent way of documenting progress as well as recording milestones in a child's learning. A collection of photographs along with children's words and drawings is a perfect way to present group projects and group performance. Parents and children alike love to revisit special learning events documented in this way.

As the teacher observes the children, notes their progress, and reflects on her own performance, the cycle repeats itself. She can plan exciting, valuable activities to facilitate their progress from one skill level to the next, to develop problem-solving abilities, and to encourage creativity and curiosity about their world.

IDEAS FOR NOTING CHILDREN'S PROGRESS

THE "CAN CAN"

This is a potato chip or coffee can with lid decorated by a child (one for each child). When a child masters a skill, performs a task, reaches a goal, it is noted and placed in the "can can." Children can draw a picture of the accomplishment to accompany the note.

STICKY LABELS

Labels with skill objectives printed on them can be computer generated. When a child masters a skill this label can be applied directly to the child's personal page in a notebook. Pads of sticky notes on which the teacher writes during a day can be attached to a child's page in much the same way.

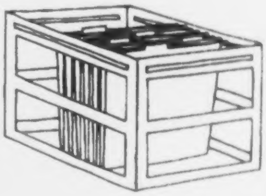
CLIP CARDS

these are file cards with each child's name taped separately to a clip board in an overlapping way: When kept handy, they can be used to note behavior and accomplishments.

PORTFOLIO CRATE

This is a standard crate/container fitted with hanging files, one for each child. Children and teachers use them for collecting work samples. The teachers can then choose those she wishes to keep for that child's portfolio.

All of these strategies provide the elements for parent conferencing. What parent will not revel in the accomplishments of a child presented in a positive, concrete form? When we use our observations and records of children's progress with an attitude of building on abilities rather then correcting deficits, we appreciate a child's uniqueness and encourage appropriate - "best practices" from everyone!



PREKINDERGARTEN SKILLS CHECKLIST

This checklist of prekindergarten skills is for teachers to use to keep track of children's progress. Space is provided for entries to be made up to (3) times during the year. Additional space for teacher's notes is provided on the back of each sheet. When the sheet is folded back the notes section lines up with the children's names.

DIRECTIONS

1. List the names of all the children in your class in the space provided.
2. Use the shaded area to place the date that the skill was observed.
3. Using the code at the bottom of the page, decide if the skill was present, if the child needed assistance, or not present at all. Put the corresponding symbol in the space under the date. Note: Some skills have been identified with ✍. These skills are appropriate to note in the fall.
4. Use the sections on the back to record special notes about the children's performance.

EXPRESSIVE LANGUAGE: ORAL

names	✍ Describe a picture			✍ Tell a story from a drawing			Use dramatic skills to act out rhymes, stories independently			Predict outcome of a story by using context cues		
CHRISTIE	9/5 +			9/5 ✓	1/11 +		11/5 ✓	1/13 +		11/2	1/13 ✓	4/21 +
JES	9/6	1/15 ✓	2/3 +	9/6	1/24 ✓	3/11 +	1/3	3/5	5/21 +	1/6	3/5	5/20 ✓
JALISSA	9/4 +			9/11 ✓	2/1 ✓	3/22 +	11/2	2/6 ✓	5/3 +	11/2	2/8 +	
BLAKE	9/2 ✓	1/13 +		9/6 ✓	1/13 +		1/13 ✓	2/26 +		11/13 ✓	2/6 ✓	4/12 +
ROBBY	9/10 +			9/12 +			10/11 +			11/13 +		

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+ = behavior consistently present ✓ = behavior present with help = behavior not present

✍ = skills to note in the fall

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EXPRESSIVE LANGUAGE: ORAL

names	Retell a familiar picture book story			Tell a story with a beginning, middle and end			Recognize/identify rhyming words and common sounds			Recognize that you can write what you say			Show/demonstrate awareness of foreign languages		

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notes

EXPRESSIVE LANGUAGE: ORAL

names	✍ Describe a picture			✍ Tell a story from a drawing			Use dramatic skills to act out rhymes, stories independently			Predict outcome of a story by using context cues		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

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EXPRESSIVE LANGUAGE: ORAL

notes

EXPRESSIVE LANGUAGE: WRITTEN

names	✍Draw a picture to tell a story			✍Copy/draw symbols and shapes			Copy letters and numbers			Write familiar words/names			Use computers			Copy words from the environment		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

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EXPRESSIVE LANGUAGE: WRITTEN

notes

RECEPTIVE LANGUAGE: LISTENING

names	✍Sit and listen to stories attentively			Take turns listening/talking			Follow simple three-step directions		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

☀ best practices check!

RECEPTIVE LANGUAGE: LISTENING

notes

RECEPTIVE LANGUAGE: READING

names	✓:Recognize name in print			✓:Recognize/identify logos & environmental words			Recognize that a word is made up of letters; that names can be written			Recognize first letter in own name		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

notes

RECEPTIVE LANGUAGE: READING

names	Recognize/identify letters, numbers and words as symbols			Identify upper/lower case letters			Understand directionality (top to bottom, left to right)		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

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RECEPTIVE LANGUAGE: READING

notes

MATH: NUMBER

names	✍ Determine by 1-to-1 matching whether one set of objects has "as many as" another set			Determine by 1-to-1 matching whether one set of objects has "more than" or "less than" another set			Develop number concepts 1 - 10 (recognizing that the number 10 is associated with all objects, not just the last one counted)			Distinguish between "all" and "some", "whole" and "part"			Recognize that size can be determined using a variety of measuring tools		

● = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

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MATH: NUMBER

notes

MATH: CLASSIFICATION

names	✍Match like objects			✍Describe attributes of things (e.g., size, shape, texture, color, function)			Select objects in a set			Classify/sort objects by set using one attribute		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present
✍ = skills to note in the fall

☼ best practices check!

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MATH: CLASSIFICATION

notes

MATH: CLASSIFICATION

names	Classify/sort objects by sets using two or more attributes			Classify/reclassify objects			Identify objects that do NOT belong in a set			Name colors		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

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MATH: CLASSIFICATION

notes

MATH: SEQUENCING/ORDERING

names	✍Fit one ordered set of objects to another through trial and error			✍Make comparisons- size, pitch, weight, length			✍Arrange/describe several things in order - size, length, weight			Place at least three steps in a process in sequential order		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

☼ best practices checkli

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MATH: SEQUENCING/ORDERING

notes

MATH: SEQUENCING/ORDERING

names	✍= Copy a simple pattern			Extend a pattern			Create an original pattern			Translate a pattern into a different form		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

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MATH: SEQUENCE/ORDERING

notes

MATH: SPATIAL

names	✍Match shapes ● ▲ ■ establish the concept of "same as"			✍Select shapes			✍Identify shapes			Experience/describe relative positions, directions, distances			Describe how a desired effect was produced		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present
✍ = skills to note in the fall

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MATH: SPATIAL

notes

MATH: TIME

names	✍:Demonstrate knowledge of stop/start action on signal			✍:Experience/describe different rates of speed			Identify characteristics of day and night			Recognize that clocks are used to mark passage of time			Describe present/past events		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍: = skills to note in the fall

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MATH: TIME

notes

SCIENCE

names	✍Use senses to make observations			✍Investigate characteristics			✍Describe characteristics			Observe outcomes or changes		

✦ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

☼ best practices check

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SCIENCE

notes

SCIENCE

names	Make comparisons based on observations			Predict outcomes or changes			Observe and explore the natural environment			Use tools to measure: scales, measuring cups and spoons		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present
✍ = skills to note in the fall

SCIENCE

notes

PHYSICAL: LARGE MOTOR SKILLS

names	✍Walk up & down steps without support using alternating steps			✍Demonstrate ability to throw in a specific direction			✍Kick a ball for distance			✍Demonstrate ability to hop, jump , and gallop			Follow/match movements on signal through music & movement activities		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

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notes

PHYSICAL: LARGE MOTOR SKILLS

names	Balance on tip toes ten seconds			Balance on one foot ten seconds			Bounce a ball to a partner			Catch object thrown underhand			Move from one end of balance beam to other		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

best practices check!

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PHYSICAL: LARGE MOTOR SKILLS

notes

PHYSICAL: SMALL MOTOR SKILLS

names	✍Construct simple structures with small parts			✍Paste objects onto paper			✍Color with crayons			✍String beads			✍Put simple puzzles together		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present
✍ = skills to note in the fall

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PHYSICAL: SMALL MOTOR SKILLS

notes

PHYSICAL: SMALL MOTOR SKILLS

names	Draw, trace, or copy simple figure/picture			Cut paper into two or more pieces with scissors			Cut on straight or curved line			Cut out simple pictures		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present
✍ = skills to note in the fall

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PHYSICAL: SMALL MOTOR SKILLS

notes

SOCIAL & PERSONAL COMPETENCE

names	✍State full name and age upon request			✍State address upon request			✍Demonstrate self help skills			✍Follow established guidelines			Understand 911 concept			Uses words to express emotions and feelings		

+ = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

BEST COPY AVAILABLE

notes

SOCIAL & PERSONAL COMPETENCE

names	Control own behavior			Use material/ equipment independently			Participate and cooperate in group play			Respond to teacher's requests			Replace objects in specific locations		

● = behavior consistently present ✓ = behavior present with help ○ = behavior not present

✍ = skills to note in the fall

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notes

COMMUNICATING WITH PARENTS

communicating with parents

Getting ready for school starts well before the child approaches the school building on opening day. Parents have primary responsibility for laying the critical foundations for school readiness. They are indeed the child's first teachers!! They have assisted the child in learning to use the home language to express ideas and feelings. They have met the child's needs for safety, emotional security, nutrition, and mental stimulation. They have communicated to the child the importance of school and view themselves as partners in their children's educational experiences.

Parenting, however, is challenging under the best of circumstances, and current day realities confirm that many families are coping with numerous stress factors: unemployment, divorce or separation, illness, unsafe environments, and many others. Our role as early childhood educators is to work in partnership with families and resource coordinators to meet the needs of children. Foremost, this means providing the highest quality education and care possible, continually communicating to parents the progress and needs of their children, and supporting their efforts to reinforce the skills learned in school. At times, our role will extend to helping families identify community resources to meet critical needs. Setting the stage for successful parent-teacher relationships is fundamental to an excellent preschool program.

WHAT WE CAN LEARN FROM PARENTS

- The child's developmental and health history
- Preferred styles of learning, special interests and talents
- Any special learning needs or developmental concerns
- Effective strategies for child guidance or discipline
- Traditions (e.g., dietary practices) important to the family

WHAT PARENTS CAN LEARN FROM TEACHERS

- Age-related skills or developmental norms
- The child's progress and areas of need
- Activities and experiences to enhance development at home
- School and community support services available
- Effective strategies for child guidance or discipline

PARENT/TEACHER CONFERENCE

Parents' involvement in their children's education is critical to success in school. One way to include parents is through parent-teacher conferences. Here are some guidelines for conducting these important meetings.

PRIOR TO CONFERENCE

- Complete a Conference Summary Sheet.
- Prepare an organized collection of work samples. The work samples should illustrate and support the teacher's comments.
- Maintain accurate and meaningful assessments of child's progress.

THE CONFERENCE

- Begin the conference with something positive about the child. (Discuss the child's strengths, something you like about the child, and some specific accomplishments.)
- Emphasize the child's individual progress rather than making comparisons with other children.
- Share information and suggestions that would meet the child's individual needs and abilities.
- Report only the behaviors that you observe! This is not a time for diagnosing. Refer parents to other resources if necessary.
- Present information about the child in terms of "strengths and needs."
- Keep vocabulary simple and to the point.
- Present work samples that support your comments as well as show evidence of the child's progress.

ETIQUETTE

- Present information in a positive, supportive manner.
- Maintain a pleasant facial expression and good eye contact.
- Know when to speak and when to listen.
- Avoid arguments. If differences of opinion are evident, be diplomatic.
- Make an effort to understand the parent's point of view.
- Close the conference on a positive note. Make sure that any unresolved problems will be addressed at future conferences.

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TEACHER/PARENT CONFERENCE SUMMARY SHEET

Child's name: ______________________________

Age: ____________ Date of birth: ______________

Teacher's name: ____________________ Date of conference: ____________

LANGUAGE AND LITERACY

Strengths:

Needs:

MATH

Strengths:

Needs:

SCIENCE

Strengths:

Needs:

PHYSICAL: LARGE MOTOR SKILLS

Strengths:

Needs:

PHYSICAL: SMALL MOTOR SKILLS

Strengths:

Needs:

CREATIVE EXPRESSION

Strengths:

Needs:

PERSONAL AND SOCIAL

Strengths:

Needs:

Parent's Signature ______________________

Teacher's Signature ______________________

In addition to conferences, another way to include parents is to suggest activities that they can do at home with their children. Here are some language, math and science ideas:

language at home

- Read at least one book together everyday.
- Look at street signs - point out and read.
- Look for familiar logos.
- Have conversations about any family routines: meals, bath time, dressing and undressing, shopping, eating out, special events. Notice, remark on, explain, ask questions, listen to your child.
- Play with a tape recorder if one is available.
- Play word games like "I spy something red," "Would you expect to find," "I'm thinking of something round."
- "Write" letters together to a friend or relative. Put in special pictures your child has drawn.
- Look at magazines and cut out familiar logos and letters. Make a collage.
- Put aside a time when you read your books or magazines as your child looks at her own picture book. Enjoyment of books is important for the whole family.
- Sing songs ad recite poems together.

math at home

- Let children set the table; they learn one-to-one correspondence by matching one fork, to one plate, to one cup.
- Match pairs of socks while folding laundry.
- Use a recipe to make playdough; allow child to help measure ingredients; review which steps were followed first, second, next.
- Use a calendar to mark birthdays and other events; count the number of days until the event.
- Sort buttons, hair barrettes, nuts, bolts according to size, color, or other feature.
- Make patterns with a healthy fruit kabob - one strawberry, two grapes, one pineapple chunk, (repeat this sequence at least three times to make sure the child understands the pattern)
- Look for shapes while riding in the car such as rectangular road signs, square windows, round truck tires. Make shapes out of colored paper for a car game. Match shapes to street signs - Stop, Yield, School Crossing, Hospital, Railroad Crossing, street lights. Be creative.
- Keep a height chart; compare growth at each birthday or check-up.
- Place plastic containers of various sizes in the tub at bath time; have children decide which holds more; count how many small containers it takes to fill up a large container.
- While grocery shopping, name the different colors you see - red tomatoes, yellow bananas, purple grapes.
- Match plastic lids and containers of assorted sizes.
- Save old envelopes with your mailing address; let child copy the numbers and letters below the label.
- Use cookie cutters of various shapes to cut out cheese slices to make fun snacks; eat with animal crackers.
- Share snapshots and photo albums often with your child; talking about past events helps them develop a sense of time - past and present.
- Cut coupons and sort by categories - e.g., cereals, cleaning products.

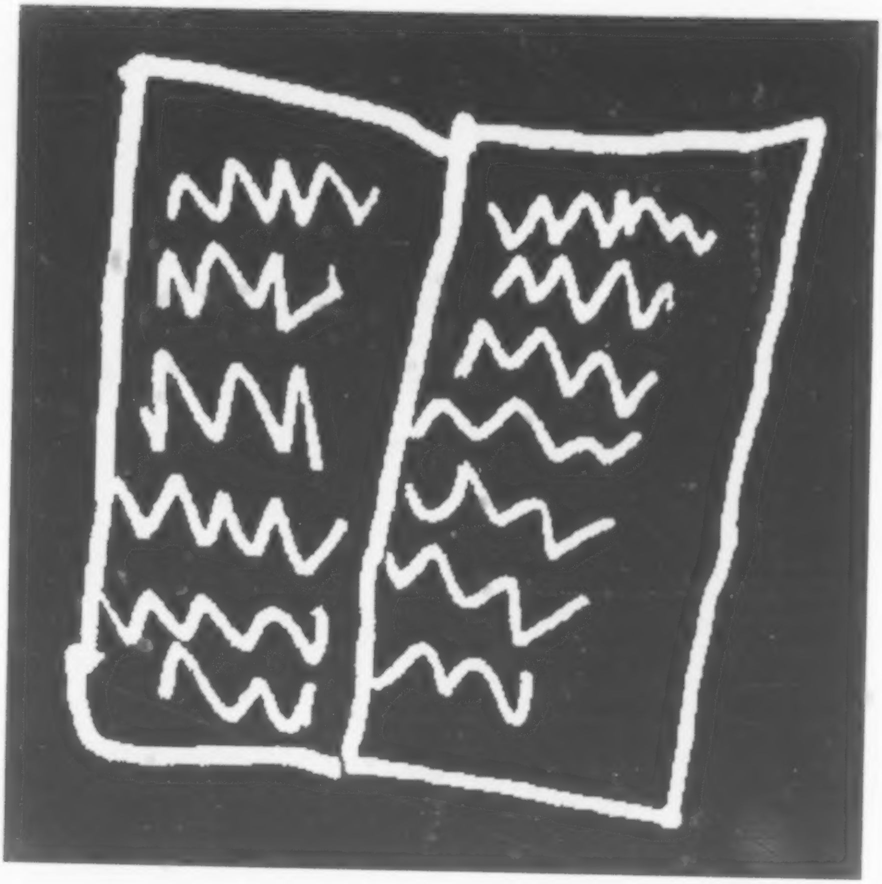
science at home

- Grow something together: a small window garden, flowers in a pot or plot, vegetables for eating.
- Observe and talk about how things work: blenders, dishwasher, tools, clocks.
- Set up ways your child can prepare food, measure, cut, cook.
- Observe and comment on the weather day by day.
- Go out at night and look at the sky. Observe and wonder. Put a bowl of water outside in freezing weather. Watch what happens.
- Observe a puddle in the hot sun.

ideas for promoting parent involvement

Here are a few more ideas for promoting a partnership between teachers and parents:

- Have an open house for all parents of children in your class.
- Hold a special orientation for parents who are new to your school.
- Write and send a parent newsletter.
- Invite parents to share talents with class.
- Encourage opportunities for parents to volunteer in the classroom.
- Invite opportunities for parents to chaperon field trips.
- Ask parents to make materials for classroom activities.
- Make phone calls and sending notes giving "good news" about the children.



Language & Literacy

language and literacy

emergent literacy: once upon a time in a far away country . . .

From the first cry and coo, a baby is beginning to learn about the power of language. She expresses herself and someone responds. She hears her caregiver's voice, sees her face, and receives a message. Communication and the development of expressive (speaking and writing) and receptive (listening and reading) language have begun. This development of language is universal, intrinsic in every culture.

As teachers, we enhance the child's vocabulary and fluency by putting words to actions, objects, and experience in the environment. "Taylor, you can jump with both feet and hop on one foot!" The child uses listening and observing skills to identify and repeat what the teacher models. "Open, shut them, give a little clap." The child then experiments with language, "I jumped with both feets!"

The child learns to read and write in the same developmental way that she learns to speak and listen. The process begins when she looks at picture books and when someone reads to her regularly. A child who is surrounded by books, conversation, pictures, and labels develops an important awareness of print - those symbols that represent words and objects.

In our culture, logos and product names (Legos, Braves, McDonald's, Barbie) are usually the first words children can read, followed closely by their own names. Preschool teachers encourage and expand the use of such words in the classroom with labeling, pictures, creative dramatics, and writing. This beginning writing grows out of the young child's experiences. At this stage "a picture is worth many words." Along with telling stories, drawing is the way the preschoolers communicate ideas. But even at this stage children can tell the difference between pictures and words and will often scribble in an attempt to copy writing. This experimentation soon moves into the ability to write the letters in their names and familiar numbers. As they begin to understand that sounds can be written, they will ask, "How do you spell...?". They are on their way to literacy!

An environment filled with pictures, books, magazines, story tapes, advertisement logos, charts, a variety of writing tools (markers, pencils, crayons, chalk, paper) and an excited, encouraging teacher will stimulate and motivate children to explore and learn language in all of its forms.

LANGUAGE & LITERACY SKILLS LIST

EXPRESSIVE LANGUAGE: ORAL

- Describe a picture
- Tell a story from a drawing
- Use words to describe things and communicate ideas
- Repeat songs poems, imitate fingerplay movements
- Use dramatic skills to act out rhymes, stories independently
- Ask relevant questions
- Predict outcome of a story by using context clues
- Retell a familiar picture book story
- Tell a story with a beginning, middle, and end
- Recognize/identify rhyming words and common sounds
- Recognize that you can write what you say
- Show/demonstrate awareness of foreign languages

EXPRESSIVE LANGUAGE: WRITTEN

- Draw a picture to tell a story
- Copy/draw symbols and shapes
- Use writing tools
- Copy letters and numbers
- Copy words from the environment
- Write familiar words/names
- Use computers

RECEPTIVE LANGUAGE: LISTENING

- Sit and listen to stories attentively
- Take turns listening/talking
- Follow simple three-step directions

RECEPTIVE LANGUAGE: READING

- Recognize name in print
- Recognize/identify logos & environmental words
- Receive enjoyment from literature
- Attempt to "read" a book
- Recognize that a word is made up of letters; that names can be written
- Recognize first letter in own name
- Recognize/identify letters, numbers, and words as symbols
- Identify upper/lower case letters
- Understand directionality (top to bottom, left to right)

expressive language: oral

sticker story

skill

Describe a picture

Suzanne Turner, Georgia State University, Child Development Center

materials

Book: *Have You Seen My Cat?"* by Eric Carle, lots of cat stickers, paw print stickers, paper, colored pencils

teacher input

Gather children and ask, "Have you seen my cat? Maybe this story will help me find him." Share the book. Encourage participation. Creep like a cat to centers.

procedure

At the language center, provide paper (½ sheets of 8½x11) and stickers. Allow children to choose a few stickers that they would like to use in a story and stick them on paper. Help children tell a story to go with pictures. Take dictation about pictures. If you have stickers of paw prints, ask children where the cat is going? Encourage conversation.

independent learning centers

ART: Use sponges, large brushes or feathers to paint on large pieces of paper. Use any material to simulate cat fur: stripes, spots or long hair. After paper dries, cut into cat shapes (teacher) and use black markers to make faces.
SCIENCE: Discuss habitats for various cats - jungle trees, tall grass, soft rug, cage. Look in magazines for pictures of cats. Make a list of "cat features."
BLOCKS: Build a habitat or home for your cats.

extension ideas

LANGUAGE: Encourage children to close their eyes and picture their favorite cat. Tell what it is doing. Write their words in poetry form: "Cats climbing, cats sleeping and cats scratching."
DRAMATIC PLAY: Set up a pet hospital and shelter to care for hurt or lost pets.

monster sandwich

skill

Tell a story from a drawing

materials

Book: *A Monster Sandwich* by Joy Cowley, large paper, colored paper, flannel board pieces representing sandwich components, sandwich ingredients

teacher input

Gather children and gain attention by eating a bite of real or pretend sandwich. Discuss favorite sandwich. Share the book and enlist children's help in "reading" the pictures. Use flannel board to "build" the sandwich. Let children assist. Talk about ways to make real and pretend sandwiches and transition to centers.

procedure

At language center provide paper materials to make a sandwich. As children assemble the parts, label them orally or in writing and recall the story. 👀 Check for ability to tell the story from their own monster sandwich.

independent learning centers

MATH: Provide felt pieces for making sandwiches. Chart the order of steps: first, second, third or use other materials to talk about order.

SCIENCE/COOKING: Provide ingredients for real sandwiches. Make one big sandwich per group and taste. Discuss food groups represented by ingredients.

ART: Use large paper to make a group sandwich. Each rotating group can paint one part. Label parts.

PLAYDOUGH: Provide bread making tools and different colored dough to make sandwiches.

extension ideas

LANGUAGE: "Write" menus for various sandwiches with a price list.

ART: Make signs with pictures of sandwiches for sale.

SCIENCE: Invent a sandwich. Dictate the ingredients. Get help in making one to share, perhaps from home.

MATH: Have a taste test for various sandwiches. Chart the results.

DRAMATIC PLAY: Visit a Subway or Blimpie shop and set up your own shop with materials obtained from the sandwich shop.

whose bag is this?

skill

Use words to describe things and communicate ideas

materials

Bags of various kinds: purses, doctor's bag, brief case, lunch pail, tool box, garden supply bag, police officer's pouch, beach bag; assorted items particular to each container: keys, comb, lipstick, papers, file, calculator, pens, stethoscope, reflex hammer, pen light, sandwich, snacks, hammer, screw driver, nails, seeds, gloves, spade, badge, cuffs, ticket book, sunglasses, lotion, towel.

teacher input

Gather children and present them with a problem: "We have a bunch of bags here today, and I don't know whose they are. I know you can help me get them back to the owners."

procedure

Allow the children to choose a bag, open it, describe the contents, and suggest the owner. You may do this one by one as a large group or divide into small groups for each bag. Have each child take one item out of a bag and say, "each of you may tell about your item, then guess whose bag this is. You are a team so listen carefully to each other." The teacher will circulate, listen, and assist when needed. Listen to language of children and note examples.

independent learning centers

MATH: Make picture cards with the numeral on one side and corresponding dots on the other. Child puts buttons in the bag to match the number on the card.

DRAMATIC PLAY: Set up a variety store. Provide an assortment of shopping bags and items to buy. Tell the shopkeeper what you would like to buy.

SCIENCE: Examine bags of different materials: plastic, paper, or burlap. Provide container with scientific instruments to explore: microscope, magnifying glass, scales, tape measure, tuning fork. Discuss what children might do with each.

extension ideas

LANGUAGE: Have paper bags with a picture on them: a shell, food, seed packet, toy, tool. Talk about where children would find the items and what would go in each bag. Provide pictures of items, if possible.

ART: Provide a paper bag for each child to decorate. Put two or three personal items in each bag. "This is Ruth's own bag."

SCIENCE: Collect items for doctor's bag and explore uses. Have nurse or doctor talk to children. Or, use children's personal bags from art activity to predict owner.

four fur feet

skill

Use words to describe things and communicate ideas

Suzanne Turner, Georgia State University, Child Development Center

materials

Book: *Four Fur Feet* by Margaret Wise Brown, pre-cut magazine pictures of various people, animals, places (store, Disney World, park, desert, school), paper, glue, small chart paper, markers

teacher input

Gather children and look at each other's feet. Note, no fur! Read the book (or better yet, sing to the tune of "Here We Go 'Round the Mulberry Bush" or "Merrily We Roll Along"). Let them know that they will have a chance to add to the story. Transition to centers by "walking on two quiet feet."

procedure

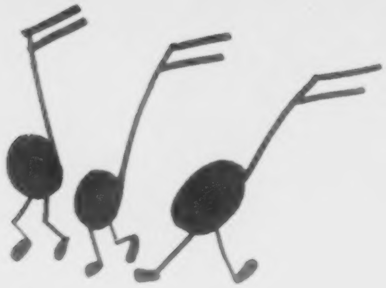
At language center, show 5-6 children the story frame, "He walked around the (barn) on his four, fur feet and heard the (pig) go (oink) -o." Repeat with other places, animals and sounds. Encourage children to look at a picture and "make a new verse." Show pictures to the group one-by-one and read the line, pausing for them to fill in the blanks. Then allow each child to choose a picture, glue it on paper on which the story frame is printed. The children can dictate words for the new part of the song. Share in a subsequent large group and bind in a book.

independent learning centers

SCIENCE: Investigate different kinds of feet: hooves, paws, human feet. Find pictures in magazines.
ART: Use finger paints and make "footprints".
MATH: Sort animals according to feet or by where they live if more appropriate.
LANGUAGE: Talk about pets. Which pets can you take a walk with? Where would a dog like to go? Can cats walk on a leash? Pigs? How about going on a walk with a horse? Draw a picture.

extension ideas

MOVEMENT: Take a walk and look for places inside or out. Sing the song and make up new verses.
DRAMATIC PLAY: Provide animal ears or noses. Set up a zoo or a farm.
LANGUAGE: Read *Jungle Walk* by Nancy Tafuri.



silly songs

skill

Repeat songs, poems, imitate fingerplay movements

materials

Song: "John Jacob Jingleheimer Schmidt" in the resources section or any favorite song or fingerplay. Another favorite rhyme is this one in which the teacher says a line and children repeat it:

I say a boom chicka boom (children repeat)
I say a boom chicka boom (children repeat)
I say a boom chicka rocka chicka rocka chicka boom (children repeat)

teacher input

Gather children and sing song. "John Jacob" begins very loud and gets progressively softer except for the "dah-dah-dah-dah-dah-dah-dah-dah." As song progresses, children will chime in.

procedure

Use clapping to engage children then sing, enjoy and repeat. For learning any poem, fingerplay, or song, choose one that matches interests/ability level of children (and teacher!)

independent learning centers

MATH: Designate a shape for each part of John Jacob Jingleheimer Schmidt's name and arrange it in order: square, circle, triangle, star. "Sing" the shapes.

MOVEMENT: Invent hand motions for new song, "John Jacob Jingleheimer Schmidt." Clap, pat-pat, wiggle, wiggle, rest.

ART: Draw "John Jacob" from your imagination.

POETRY: Learn poem from the *Random House Book of Poetry*

extension ideas

LANGUAGE: Learn another name poem like "James, James, Morrison, Morrison, Weatherby, George DuPree" by A.A. Milne in the resources section.

ART: Write your own name and paint it or decorate it.

word fun

skill

Repeat songs, poems, imitate fingerplay movements

materials

Book: any good Mother Goose or poetry book - Shel Silverstein and Jack Prelutsky are good choices! Real objects related to rhymes you choose

teacher input

Share with children some of your favorite Mother Goose rhymes. Age four is a good time to read a silly one like "Jack Spratt" or "Peter, Peter, Pumpkin Eater." Add rhythm sticks or blocks to provide an "orchestra" as you chant the rhyme. Have children repeat phrases. Transition to centers.

procedure

At language center talk about some words from poems and their meanings. Example: fat and lean, betwixt, platter. Show pictures or real objects to explain words. Use drawing skills to illustrate rhyme.

independent learning centers

ART: Pick a word from a rhyme. Help children write it in very large letters. Let them decorate their word.

SCIENCE/COOKING: Discuss foods and whether they might be "fat" foods or "lean" foods. Use magazine pictures to cut out pictures for each group.

MATH: Use words like "fat" and "lean" for sorting items into sets. (Toothpicks, pom poms, small crayons, fat markers)

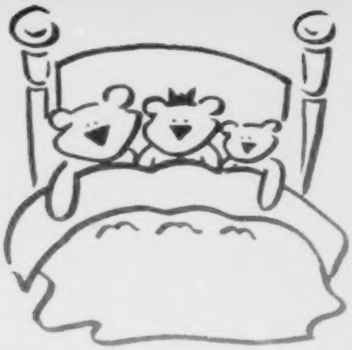
extension ideas

LANGUAGE: Make up a rhyme and dictate it to someone. Illustrate.

DRAMATIC PLAY : Provide clothes or puppets to act out Mother Goose rhymes.

ART: Provide materials for making puppets of Mother Goose characters: sheep, pig, hen, boy, girl, spider, flower.

MATH: Sort animals into sets: farm or zoo, wild or domestic.



the three bears

skill

Use dramatic skills to act out rhymes, stories independently

materials

Book: *Goldilocks and the Three Bears*, a fairy tale; three beds cut out of boxes (small, middle-sized, large), cardboard cut-outs of three bears (or stuffed bears), three bowls, three chairs (Make these as sturdy as possible since the children will use them again and again)

teacher input

Tell the story using your best dramatic skills! Children will copy your voice and actions. Retell the story as a group allowing children to supply voices. Then tell children you will leave the materials in the puppet theater or dramatic play center for them to use. Remind them to care for the props as real actors do.

procedure

In the language center, provide bear-shaped paper to draw and tell the story. Children can make their own storybook. The number of pages used will vary from child to child. Rotate groups.

independent learning centers

MATH: Provide different sizes of bears - toy, plastic, stuffed, pictures. Have children match them to the proper bowl, chair, bed (picture or real).
DRAMATIC PLAY: Three Bears Puppet Show.
ART: Paint with bear brushes (big brushes) on bear paper (brown paper or bags).

extension ideas

SCIENCE: Discuss bears in winter and how they sleep in holes or caves for a long winter's nap.
ART: Design a bear cave out of clay and a bear to sleep in it.
MATH: Set the table for the bears: placemats, bowls, spoons, cups, one of each for each bear.
BLOCKS: Build a big cave, cover with cloth for a big bear to sleep in.
LANGUAGE: Read *The Teddy Bear's Picnic* by Jimmy Kennedy and draw a picture of your favorite bear. Dictate a story about it.
DRAMATIC PLAY: Bring in favorite stuffed animal and have a picnic, tea party, cookout. Provide materials for the occasion.

20 questions

skill

Ask relevant questions

materials

A screen made from cardboard, small items to hide behind the screen

teacher input

Gather children around the rug. Tell them that they are going to play a detective game. They will ask questions to try to find out about a hidden object. Have a child hide an item behind the screen without you seeing it. Model several simple questions that you would ask about the item to try to guess what it is. For example: "Can you eat it? Does it make a sound if you shake it? Is it rough or smooth? Keep the questions very concrete and simple. Encourage the children to ask questions. After several questions (20 may be too many!), reveal what the object is and discuss how the questions helped to learn more about the hidden item.

procedure

Place the screen and items in a learning center. Have the children work in pairs to take turns asking and answering questions. Assess how well the children ask relevant questions that help identify the items.

independent learning centers

DRAMATIC PLAY: Allow children to dress up as "mystery guests." Have children ask questions to determine the identity of the guest.
LANGUAGE: Read *Who Sank the Boat?* by Pamela Allen.

extension ideas

SCIENCE: Design several simple experiments that encourage children to ask, "what if' questions, i.e., what if I mix orange and green together? what will happen if this ice cube is left on the window sill?
MUSIC: Sing songs or nursery rhymes that pose a question, such as "Who took the cookies from the cookie jar?" or "Have you seen my cow?

what's next?

skill

Predict outcome of a story using context clues

materials

Books: *Once There Was a Bull...(Frog)* by Rick Walton, *Quick! Turn the Page!* by James Stevenson, *Fortunately (Unfortunately)* by Remy Charlip

teacher input

Gain attention by asking "What would happen?" or "What if?" kinds of questions. "What would happen if I put a ball at the top of the slide?" "What if ________?

procedure

Read book, waiting at appropriate spots for children's prediction of what comes next. 👀 Accept all responses, checking for understanding. At different times throughout the day ask questions about what children think will happen next..., if..., after...?

independent learning centers

MATH: Make incline plane: use different objects to see what happens when placed on plane: ball, block, egg, toy car. Make predictions first.

DRAMATIC PLAY: Role play "What if?" situations. "What if I were a dog? A mommy? A daddy? An airplane?" Act out.

BLOCKS: Build a tower. Predict how many blocks you can use before it falls.

extension ideas

SCIENCE: Plant two seeds. Talk about what they need to grow. Predict what will happen if one seed does not get what it needs and one does. Test it out.

LANGUAGE: Make a big class book with pictures and words - Turn the page and see what happens next.

MATH: Estimate how many blocks or Unifix cubes are needed to go from point A to point B. Test it out.

mouse paint

skill

Retell a familiar picture book story

materials

Book: *Mouse Paint* by Ellen Stoll Walsh, flannel board with cut-outs of mice and paint puddles from the book, Q-tips

teacher input

Gather children and tell the story *Mouse Paint* with the flannel board. Describe and discuss color mixing and how the little mice feet made this happen. Review story with children's help. Transition to small groups. [It's a good idea to memorize the story beforehand so that the flannel board can be the picture as you tell the story.]

procedure

In a small group at the art center, provide children with red, yellow, and blue paint (primary colors), paper, and Q-tips. Allow them to make "puddles" on their paper and encourage them to talk about the story as the Q-tip mice feet track paint and mix-up the colors. This is an excellent vehicle for talking about colors as the children retell the story.

independent learning centers

SCIENCE: Provide eye droppers, colored water, and coffee filters or paper towels for dropping and mixing colors.
DRAMATIC PLAY: 🎭 Have mouse puppets or stuffed mice for acting out the story.
BLOCK AREA: Build a mouse maze for a toy mouse.

extension ideas

ART: Make a tissue paper collage on the sticky side of clear contact paper. Display on windows.
LANGUAGE: Read Leo Lionni's *Little Blue and Little Yellow.* Talk about friendship and mixing colors. Also, *Lunch* by Denise Fleming is a good book about a mouse eating a variety of colored things. Provide Q-tips and paint to write a color story.
MATH: Make patterns of red, yellow, orange, blue, green, purple with Unifix cubes or beads for children to copy and extend.

the big turnip

skill

Retell a familiar picture book story

Danny Darby, Georgia State University, Child Development Center

materials

Folktale: *The Big Turnip* in the resource section, flannel board, felt pieces of turnip, farmer, wife, daughter, brother, dog, cat, mouse. Props: farmer's hat, 6 head bands representing the different characters with braids, hair, dog, cat, and mouse ears

teacher input

Gather children so all can see flannel board. Recall story of the Big Turnip and ask their help with this part, "He pulled and he pulled and he pulled the turnip but it wouldn't come up." Encourage participation as you tell the story. Comment on voice expression and memory.

procedure

Repeat the story using children for the characters, giving each a head piece. Let all the children know they are part of the chorus. Transition to small groups.

independent learning centers

ART: Use various root vegetables (turnips, carrots, potatoes) for a printing activity. Paper could be cut in shape of vegetables.

MATH: Use the felt characters to order according to size. Or have a variety of plastic animals and classify according to farm, zoo or forest.

SCIENCE: Peel and cut up potato, turnip, and apple. Guess by looking and smelling which is which. Taste to see if you are right.

LANGUAGE: Draw pictures of your favorite character. Retell the story with the small group.

BLOCKS: Build a barn for animals.

extension ideas

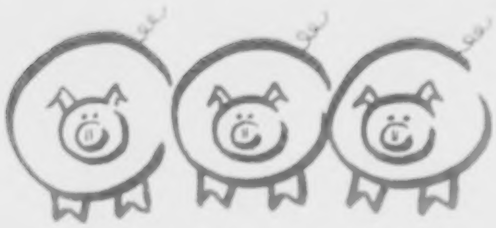
LANGUAGE: Read other stories about farms and farm products.

MATH: Classify pictures of farm animals into sets according to various attributes: number of legs, fur or feathers, large or small.

ART: Work together on a farm mural. Add people and animals day-by-day.

MUSIC/MOVEMENT: Sing "The Farmer in the Dell". Use characters from *The Big Turnip* in the song.

the three pigs



skill

Tell a story with a beginning, middle, and end

materials

Book: *The Three Little Pigs*, a fairy tale; three pigs and a wolf finger puppets (use old gloves), pine straw, popsicle sticks or tooth picks, paper or cardboard bricks, paper, glue

teacher input

Gather children and tell the story with finger puppets. Be sure to use words like first, at the beginning, then, next, finally, at last. Encourage children to help you. Retell story with more class participation. Allow children to be voices and chorus. Transition to small groups.

procedure

At the art center, provide materials for making the three little pigs' houses: straw, sticks, bricks. Designate first, next, last house built. Observe and listen for responses.

independent learning centers

DRAMATIC PLAY: Provide stuffed animals, finger puppets, costumes (animal noses) for reenactment of story.
SCIENCE/WATER TABLE: Discuss pigs' love of mud and make mud. Read *Mud* by Mary Lynn Ray.
MATH: Sort toy animals into farm, zoo, and wild animal sets.
BLOCKS: Build a big brick house for pigs.

extension ideas

LANGUAGE/SCIENCE: Read and enjoy book, *All Pigs Are Beautiful* by Dick King-Smith. Talk about real pigs and their distinguishing characteristics: snout, hooves, tail.
ART: Make paper bag pig puppets.
DRAMATIC PLAY/MOVEMENT: Pretend to be a pig. Eat at a trough, roll in the mud, oink to your piglets.
MUSIC: Learn and sing Walt Disney's "Who's Afraid of the Big Bad Wolf?"

crash, bang, boom!

skill

Recognize/identify rhyming words and common sounds

materials

Book: *Crash, Bang, Boom!* by Peter Spier, small cymbals, crying baby doll, toy telephone with ringer, bike horn, other "noise-making" items

teacher input

Read book with children. Encourage them to join in making the sounds illustrated in the book. Ask them which of their senses they use to hear sounds (ears/hearing) and how they could make sounds (with their voice or with objects).

procedure

Show children the items you've brought and demonstrate how the items make sounds. Have children copy the same sound with their voices. Blindfold one child and have another make a sound with one of the objects or his voice. The blindfolded child must guess which object made the sound.

independent learning centers

MATH: Make sound cans with marbles, beans, rice, and erasers. Children match cans with identical sounds.

LISTENING CENTER: Record familiar sounds on tape such as a telephone ringing or a door slamming. Children choose from assorted pictures to find the one that goes with the recorded sound.

ART: Help children assemble buzzing, bumble bee mobiles made with tinted yellow cotton balls and black pipe cleaners.

BLOCKS: Place toy emergency vehicles in the block area; children dramatize the sirens and other rescue sounds on the scene.

extension ideas

LANGUAGE: Read *The Very Quiet Cricket* by Eric Carle. Make a book with drawings and dictation about quiet and noisy things.

MOVEMENT: Act out a scene in silence (bouncing a ball or hammering a nail). Let the children supply the sound effects.

cat in the hat

skill

Recognize/identify rhyming words and common sounds

materials

Record or tape of "Miss Mary Mack," in the resources section, put objects that rhyme in large sack or pillowcase - stuffed cat, hat, bat, box, rocks, socks

teacher input

Teach children the song "Miss Mary Mack" by playing the tape several times. (Many children may already be familiar with this upbeat, repetitive song and hand-clap game). As they repeat the words at the end of each phrase, they will hear a pattern of rhyming words (i.e., Mack, black, back.)

procedure

Tell children that they can help you find other words that rhyme or have the same ending sound. Take two rhyming objects out of the bag (cat and hat). Exaggerate their ending sounds; have children agree if they rhyme. Show two objects that don't rhyme, (hat and box) so that they can hear the difference.

independent learning centers

LANGUAGE: Make simple matching cards with pictures of objects that rhyme (mouse, house). Color code the back so that the children may check their matches. Have pairs of real objects to match also (cat & hat; fish & dish; bear & chair).

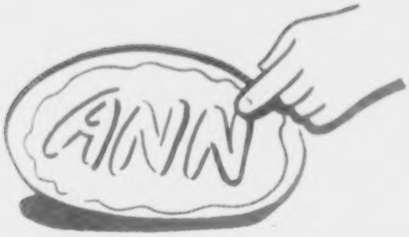
ART: Cut out magazine pictures of objects and make a collage of items that rhyme.

extension ideas

GAMES: Play the Name Game (this is especially helpful in learning children's names early in the year). This word game emphasizes rhyming sounds in whimsical words: Banana fana fo Fana fee fi fo Fana - Hannah!

LANGUAGE: Read *Each Peach, Pear, Plum* by Janet & Allen Ahlberg. This book of rhyming verse features familiar nursery rhymes along with nursery characters cleverly hidden on each page.

MUSIC: During transition, use rhyming songs or poems such as the "Eensy, Weensy Spider" in the resources section.



cornmeal copy

skill

Recognize that you can write what you say

materials

Book: *Bill and Pete* by Tomie de Paola, six plastic or metal trays with rim, cornmeal or grits, chart paper, marker

teacher input

Gather children and read book. Talk about names, long and short. Teacher may then write her name on chart paper. As she reads it, she talks to children about their names and asks children to take turns calling out their names as she writes. Use a few names as an example. Explain that there are many ways to write, using markers is one way. At small group time in the language center, they can have fun writing with cornmeal. They can write with their fingers in the cornmeal and easily smooth it out and begin again. Transition children to centers.

procedure

Provide trays filled with cornmeal to cover the bottom ($\frac{1}{2}$ inch deep) for six children at the language table. Teacher may demonstrate writing in cornmeal and then remind children that these materials are for writing and should be kept inside the trays (within reason). Allow children to explore: drawing, writing, making designs. Rotate groups. This procedure develops fine motor skills necessary for writing.

independent learning centers

MATH: Provide cornmeal for sand table pouring, measuring, scooping.

LANGUAGE: ☎☎Provide strips of paper with children's names (laminated). Encourage them to copy.

PLAYDOUGH TABLE: Use dried ears of corn as rolling pins for making corn cookies.

DRAMATIC PLAY: Have stage and microphone for telling "corny" jokes, knock-knock jokes.

extension ideas

ART: Shuck corn in class and use husks as paint brushes.

SCIENCE: Make corn muffins or popcorn.

LANGUAGE: Read *The Popcorn Book* by Tomie de Paola. "Write" recipe for popcorn.

MATH: Remove kernels from dried corn and use for counting or matching on number cards.

global greetings

skill

Show/demonstrate awareness of foreign languages

materials

Book: *Who Says a Dog Goes Bow, Wow?* by I.L. DeZutter, record or tape "Jambo Means Hello!" by Ella Jenkins, pictures of children from different nations (UNICEF calendars or cards are an excellent source)

teacher input

Show photos of children from various countries. Pretend that some of the children in these photos come to visit with their families. As good hosts and neighbors, we want to say "hello" to them. They might speak English or another language.

procedure

Play the song, "Jambo Means Hello." Children hear greetings in Swahili. Teach children a simple greeting in several other languages. Ask children to guess how animals in other countries might speak (or make sounds). Read the book and enjoy the global diversity in animal sounds.

independent learning centers

LANGUAGE: Make animal stick puppets; let the animals "speak" to each other in different languages.

MUSIC: Throughout the year, during transitions or at rest time, expose children to diverse musical selections, including vocal and instrumental music from different countries.

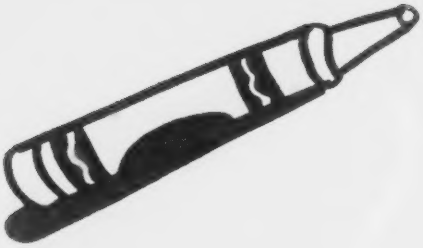
DRAMATIC PLAY: Create a travel office with maps, globes, brochures, souvenirs. Children plan a trip and pack a suitcase.

extension ideas

LANGUAGE: Invite parents in to teach a simple song or greeting in another language. Have them share cultural items or crafts.

SOCIAL COMPETENCE: Become international "pen pals" with a preschool class in another country. Children could exchange drawings or video tapes of themselves.

expressive language: written



help!

skill

Draw a picture to tell a story

materials

Book: *Harold and the Purple Crayon* by Crockett Johnson, drawing tools, long paper

teacher input

Share the book about Harold. As you read, make predictions about what he will draw next to change directions or get himself out of trouble. Encourage conversation about a time when they wished they could "draw" themselves out of trouble. As teacher, you may need to share some examples first. Transition to centers.

procedure

At language center provide materials for drawing. Talk about a time of trouble or problems with each child if it seems appropriate. Draw self out of trouble or just enjoy drawing with purple crayon or markers. Encourage conversation while children are drawing. Share pictures.

independent learning centers

ART: Provide materials to paint a story. Dictate what your picture tells and attach to picture.

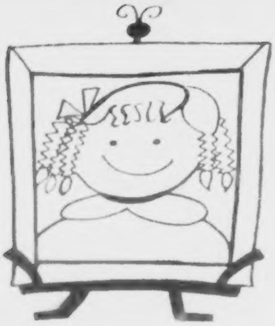
DRAMATIC PLAY: Use "mime" skills to act out an animal, feeling, or action. Guess each other's "story."

MATH: Use drawing materials to tell a math story. Example: I had two lollipops, 🍭🍭. Joey gave me one more 🍭. Now I have three 🍭🍭🍭.

extension ideas

LANGUAGE: Tell a class story so the teacher can write it.

ART: Paint a large mural to go with the story. Display it for all to read.



wall of fame

skill

Draw a picture to tell a story

materials

Wall board, plastic photo sleeves (many photo album pages have sleeves with a place to put descriptive titles), names of children printed, drawing tools, paper

teacher input

Before doing this lesson, make a wall of fame - attach plastic photo sleeves to a wall board with children's names printed on each sleeve. This is their own special place to display their favorite work. Gather children and introduce them to the concept of pictures that tell stories. You might use a wordless picture book such as *Jungle Walk* by Nancy Tafuni, magazine pictures, photos or drawings. Point out the wall of fame and explain that you will be putting picture stories they "write" there. You might begin this project at the beginning of the year with personal photos. Transition to centers to draw a self-portrait to talk about.

procedure

At language center, provide materials for drawing. Encourage conversation that describes how individual children look and what they might be doing. Take notes as they talk so that a short description can be mounted under each picture. Read the description with each child and elicit help in "reading" what is written. Repeat this activity often, using drawings or photos of a variety of people and events. Make a point of connecting the descriptive words with the pictures.

independent learning centers

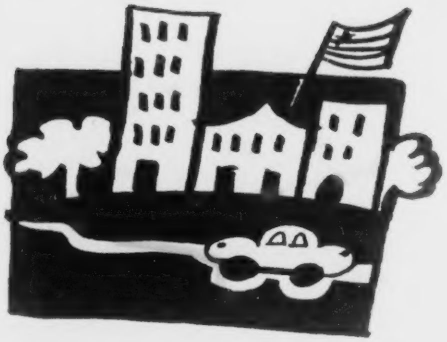
ART: Use the same techniques at the art center, using paints, clay, picture collages.

BLOCKS: Listen and take notes as children build and describe their construction. Take photos of finished products so that you can display with words.

extension ideas

MOVEMENT: Dance or move in particular ways. Put words to motions. Draw a "dance" picture and add words.

SCIENCE: Draw pictures of processes such as plants growing, animals eating/sleeping, children playing. Describe the process and attach words to pictures.



town square

skill

Copy/draw symbols and shapes

materials

Butcher paper, milk cartons, construction paper squares, markers, glue sticks, toothpicks, examples of symbols and geometric shapes

teacher input

Show children an example of shapes. Show familiar symbols: ✆ ♿. Talk about buildings in your neighborhood such as a bank, school, grocery store. What symbol would go with each one (i.e., bank = $)?

procedure

Use butcher paper to make a "town square." Have children glue construction paper squares to the sides of the milk cartons. Let them decide what type of building they have made. Children draw a symbol on small construction paper flags to designate their building; attach flag to milk carton structure with toothpick. Arrange "buildings" on the town square. Make road signs of varied shapes and attach to butcher paper.

independent learning centers

ART: Make geometric shape prints with sponges and tempera paints. Make shapes out of clay/playdough.

MATH: Trace templates of symbols and shapes.

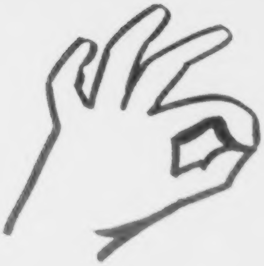
GAMES: Play Shape and Symbol Bingo.

extension ideas

LANGUAGE ARTS: Let children give creative names to a symbol and tell a story about it. Use *Color Zoo* by Lois Flint.

MATH: Go on a shape scavenger hunt (find a shape, name it, and copy it on paper).

SCIENCE: Use a flashlight in a darkened room to project shapes on the wall (or use an overhead projector). Cut out shapes and shine light through it. Have children copy shapes on paper.



what does it say?

skill

Use writing tools

materials

Book: *The Secret Birthday Message* by Eric Carle, variety of writing tools - pens, pencils, markers, chalk, crayons - be creative

teacher input

Gather children using hand signals to communicate. Ask if they can read such signals as crooked finger to call them or the "O.K." sign. That's one way to "talk" but we can't save the message. We need to draw a picture or write a word to communicate and save or send it to someone. Share the book. Talk about codes and pictures that we can read. Introduce the word, "rebus," if you wish. After the story, go back to the beginning and try to read the rebus again. Let children know they will be able to select and use their own writing tools to send a message. Transition to center.

procedure

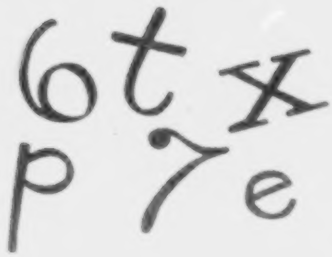
At language center, provide writing tools, paper for use in composing a message. Help children in choosing writing tools by talking about each type. Encourage them to verbalize the message before they begin to draw or "write" it. You may attach each child's message to paper.

independent learning centers

MATH: Count writing tools. Record your number.
SCIENCE: Explore some symbols used for weather chart symbols.
COMPUTER: Use simple software to help children create and print a message.
DRAMATICPLAY: Set up an "office" with writing paper, appointment books, check books, calendars and writing tools. Use the computer here, too.

extension ideas

LANGUAGE: Compose a class rebus to send a message or give directions for finding a treasure.
SCIENCE: Draw a picture to communicate a process: seed to flower, egg to butterfly.



what's in a name?

skill

Copy letters and numbers

materials

Sealed plastic Ziploc bags filled with one to two inches with hair gel, cards with children's names (with first letter made of name out of sandpaper) and photos,

teacher input

Gather children and distribute cards with a child's photo and first name printed underneath. Model how to trace the first letter in each name concentrating on the movement. Allow children time to feel the sandpaper letter in their name.

procedure

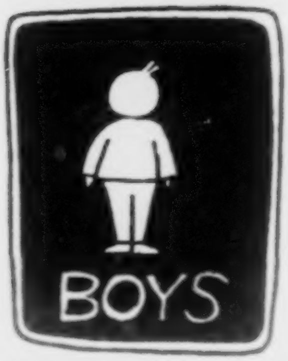
Place name tags and gel bags in the writing area. Children choose their card, "write" the beginning letters of their names in gel using fingers, then smooth and flatten bags to erase.

independent learning centers

ART: Use shaving cream or finger paint to make letters and numbers.
MANIPULATIVES: Trace fingers over magnet letters/numbers; notice straight and curved lines.

extension ideas

ART: Make license plates with numbers and letters.
COOKING: Make dough into letters and numbers, bake and decorate with icing. Eat!
GAMES: Use magic slate or dry erase board to play copy cat - you draw a letter and the child copies.
WRITING: Make telephone directory of friends' telephone numbers.



s-i-g-n-s

skill

Copy words from the environment

materials

Teacher-made signs of environmental words: stop, exit, entrance, one-way, MARTA, walk

teacher input

Gather children by pretending to be a traffic police officer. Tell them that to do your job you have to learn many words so you can help and direct people. Show some of the words and get help in figuring out what they say. Practice giving directions. Transition to centers by telling children we need to make other sets of cards so everyone can practice to be a police officer.

procedure

At language center, provide paper cut into sign shapes. Use ready made signs and encourage children to copy the letters to make a sign for themselves. Accept all attempts. Allow time at another large group session to give directions with their signs.

independent learning centers

DRAMATIC PLAY: Provide paper and markers for making signs for the housekeeping area: POTS, PANS, PLATES, CUPS.

MATH: Provide pictures of signs: traffic signs, store logos, service station signs, sport teams. Sort into sets.

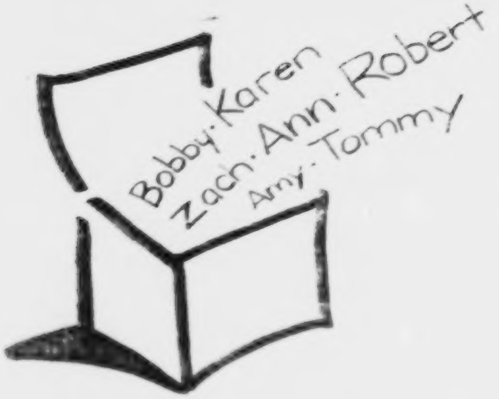
BLOCKS: Build a roadway for cars and add signs to give directions.

extension ideas

ART: Paint items such as ice cream cones in various flavor colors.

MATH: Make a price list for the class shop: 1 scoop - 10¢, 2 scoops - 20¢. Accept all responses.

SCIENCE: Follow directions and make ice cream. Add different flavors. Graph the class favorite.



word box

skill

Write familiar words/names

materials

3" x 5" card files for each child (envelopes would reduce cost), 3" x 5" index cards, markers

teacher input

Throughout the year, as children show interest and increased letter awareness, encourage each child to select words that he wants to learn to "write." The child's name is typically the first written word.

procedure

As the child dictates a word, the teacher uses a marker to print the word on an index card (use lower case letters, except for proper names). This word card is placed in the child's personal work box or envelope to "copy" or "read" whenever the child desires. Scribbling or any other attempts at writing these words should be accepted.

independent learning centers

ART: Form letters and words in shaving cream.
LANGUAGE: Use magnetic letters to copy simple words and names.
COMPUTER: Children use keyboard to type names and yes/no commands.
DRAMATIC PLAY: Set up a post office. Children "write" letters to each other and print the addressees' names on the envelopes. Place in slots with matching names.

extension ideas

LANGUAGE: Make a book of names of all classmates' pets with attached photos or drawings.
BLOCKS: Help children write signs for buildings they construct.

receptive language: listening

telephone

skill

Take turns listening/talking

materials

Real telephones that have been disconnected if available or two cans connected by a string with bells

teacher input

Gather children. Use telephone and pretend to have a call. Model talking and listening. Ask children if they answer the phone at home. Discuss telephone manners. Model another conversation with one of the children. Let them know that all will have a turn at the language center. Transition to small groups.

procedure

Place the three sets of telephones at the table. This will limit the activity to six children. Encourage them to call a friend to play, to go to McDonald's, to spend the night, or to talk about school. Take turns being the one to place the call. The caller can ring the bell to signal a call. ☎☎ Observe the skill level of each child and assist when needed. Rotate groups.

independent learning centers

DRAMATIC PLAY: Set up an information desk for a toy shop or other store. Ask and give information about what is in the store.

MATH: Bring in two or three real telephones to explore numbers. Count aloud as you touch the numbers on the phone.

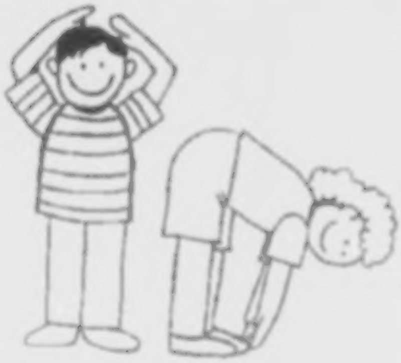
ART: Teacher may ask a telephone repair man for leftover colored telephone wire to make wire sculptures in art center.

extension ideas

LANGUAGE: Use telephones to help learn telephone numbers. Make a class phone book.

BLOCKS: Bring in a big box and make a phone booth. Make a phone out of a shoe box and cardboard with a slot for coins.

simon says



skill

Follow simple three-step directions

materials

A puppet for "Simon Says"

teacher input

Have puppet lead the game giving 3-step simple commands such as "bend over, touch floor, stand up".

procedure

At language center discuss and write some commands for Simon to give. Take turns being Simon and giving commands.

independent learning centers

ART: Make a puppet or robot for Simon. When it is finished, it can be used with tape or microphone to give directions.
BLOCKS: Outline a space to be used for the game.
MATH: [illegible] Practice following directions to get ready for game: "Find the yellow block, place it next to the green block, put hands in lap." When all is ready, try out the game.
COOKING: Follow a simple recipe such as muffins or pizza.

extension ideas

LANGUAGE: Use other puppets to give directions for activities.
SCIENCE: Make a three-step symbol chart for making or doing something: "Get a cup; fill with dirt; plant a seed." "Take bread; add peanut butter; eat."

receptive language: reading

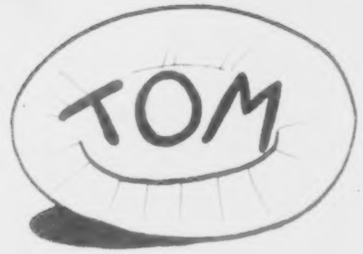


plate sail

skill

Recognize name in print

materials

Paper plates with children's names printed in bright colors, frisbees, tape

teacher input

Gather children for a name game. Sail a frisbee a short distance to gain attention. Say that today we will use paper plates as frisbees. You will sail a plate with a child's name on it and sing until the plate is picked up.

procedure

Tape a large circle for the children to stand around. Sail a plate to the center and encourage children to sing along to the tune of "If You're Happy and You Know It" while they decide whose name is on the plate:

If your name is on the plate, pick it up,
If your name is on the plate, pick it up,
If your name is on the plate, you are really doing great!
If your name is on the plate, pick it up.

Allow them to help each other and move around if necessary. Play this game often for short time periods. Try it outside and let the children take turns being the "plate sailor."

independent learning centers

LANGUAGE: Provide laminated paper strips with names printed on them. Encourage children to use wipe-off markers to trace name.

DRAMATIC PLAY: Provide "placemats" for children with first names printed. Encourage them to use their mat to set the table for snacks.

MATH: Make a memory game with children's names on cards (matched pairs). Use six to eight children at a time.

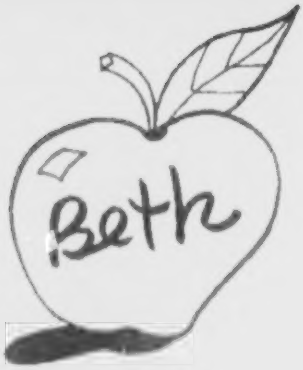
extension ideas

DAILY ROUTINE: Encourage children to keep their papers in a folder with their name. Have cubbies labeled with children's names.

MATH: Use cut-out letters to match with names on paper strips.

DRAMATIC PLAY: Play other name games with paper plates, e.g., Hold up a name and ask that child to do a trick.

LANGUAGE: Use book *On Beyond Zebra* by Dr. Suess to laugh about funny letter names.



apple of my eye

skill

Recognize name in print

materials

Song: "Willaby, Wallaby, Woo" in the resources section, large "tree" mounted on wall, Velcro, apples with each child's name laminated

teacher input

This activity can be part of the morning routine and described to children at the beginning of school. The teacher will introduce herself and play a name game: such as "Willaby, wallaby, woo." I want to know when you are here. First thing in the morning, pick out your name from the apples in the basket and stick it on the tree. How easy it will be to tell who's here!

procedure

As children come to school, they will find their name and attach it to the apple tree. Help when needed and then step back and observe their progress.

independent learning centers

LANGUAGE: Make laminated strips with children's names and provide wipe off markers for them to trace over names. If this is voluntary, it will be a game for them.

MATH: Have pictures of children with names attached. Allow children to make sets according to a variety of attributes: "my friends", children with long hair, children wearing blue.

SAND TABLE: Hide a few names (or blocks, toys) in the sand and see if children can find their names.

extension ideas

LANGUAGE: Make a name book with pictures of family or friends and their names.

ART: Draw/paint imaginary creatures and name them.

SCIENCE: Look at pictures of unusual animals and learn some new names.

we are the world

skill

Recognize/identify logos & environmental words

materials

Olympic rings, torch, any Olympic logos or symbols, and logos of Olympic sponsors, examples of these from home

teacher input

Gather children and recall with them things they remember about the Olympics. Talk about the Olympic symbol and its parts: flame, rings, 100. "Read" the words: *Atlanta, Coke, Nike.* Transition to centers.

procedure

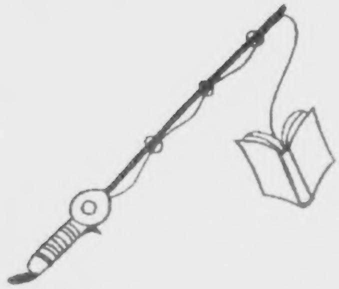
At language center, provide examples of logos for children to copy and identify. Have bright markers ready.

independent learning centers

ART: Cut out logos/ads and make a collage - individually or as a group.
DRAMATIC PLAY: Choose your favorite sport and act it out.
BLOCKS: Build an indoor arena and an outdoor arena. Decide which sporting events belong in each. You may also do this with land and water events. Label with a logo.

extension ideas

LANGUAGE: Make picture logos for the different events.
MOVEMENT/MUSIC: Choose a musical Olympic theme or get a recording of the Olympic theme. Develop some Olympic events for your class, such as bean bag toss, hopping for a minute, jumping over something. Avoid too much competition. Allow everyone to "win" a medal.



hooked on books

skill

Receive enjoyment from literature

materials

Favorite children's books, beach towels or carpet squares

teacher input

At circle time, remind children of books you have enjoyed together as a class. Ask them to talk about favorite books they read at home. What do they like best about the story characters? about the pictures? How does listening to the story make them feel? What did you learn from the story?

procedure

On a designated day, have children bring a favorite book from home (or select one from the classroom library). Spend brief segments of the day lying on the towels "reading" your books. Choose a friend and take turns sharing your books.

independent learning centers

WRITING CENTER: Have children draw a picture from their favorite book. Put a border around these with the book title printed on the top border. Display them on a bulletin board labeled: "We're Hooked on Books!" If desired, decorate with fish net and "fish hooks" made with clothes hangers.

DRAMATIC PLAY: Ask children to imagine what might happen if one story character met another story character, such as Curious George meets Winnie the Pooh! Act out an impromptu skit.

LANGUAGE: Attach paper clips to cardboard alphabet letters. Make a pole with a magnet tied to the end of a cord. Place letters in a plastic pool and let children "fish" for letters. Practice letter recognition.

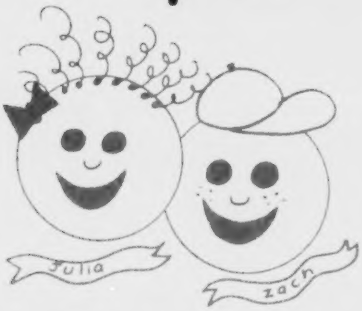
extension ideas

COMMUNITY CONNECTION: If possible, take children to the neighborhood library for a story hour or invite a professional story teller to your school.

HOME INVOLVEMENT: Each Friday, schedule a "mystery reader" to share one or two children's books with the class. The time commitment need only be 20-30 minutes. Try to get someone from each child's family to be a reader at least once, if possible. Be sure the parents keep their appearance a secret before hand. The children are delighted by this weekly surprise!

DRAMATIC PLAY: Teacher dress up as favorite author (such as Eric Carle) and read several books written by him.

put a face with a name



skill

Recognize that a word is made up of letters; that names can be written

materials

Paper plates, tongue depressors, scissors, glue, masking tape, colored construction paper, markers, yarn, shredded paper or paper grass, skin toned paint

teacher input

Gather children holding a face mask you have made with your name on it. Enjoy the fact that it doesn't look just like you but you have put your name on it. Let them know they will all have a chance to make a face. Transition to centers.

procedure

At art center, provide materials so that each child can make a face mask. Talk about hair, eye and skin color. Some may wish to add ribbons, caps, or other adornments. When masks are dry, tape sticks as handles and help them cut out eye holes. Finally write each child's name. Allow children who are able to help do it themselves. Display in a prominent place and use in other activities.

independent learning centers

LANGUAGE: Look at pictures of favorite storybook characters: Goldilocks, Three Bears, Jack, Cinderella, Anansi, or Curious George. Talk about names and write some out when appropriate.

MATH: Make a pattern with colored paper squares: red, blue, red; red, blue, red. Add letters to make words M-O-M, D-A-D, P-O-P. Allow children to arrange squares to make a "word pattern." This is an advanced skill. Accept all responses.

extension ideas

LANGUAGE: Use face puppets to play "Who am I?", "What do I do?" Encourage descriptive words.

MOVEMENT/MUSIC: Make name cards for various songs with symbols or pictures: "Old MacDonald," "Three Little Kittens," "Eensy, Weensy, Spider," "Bingo." Choose a card and sing that song.

DRAMATIC PLAY: Provide face puppets of characters from favorite stories or faces of community helpers.

name it

skill

Recognize first letter in own name

materials

Fish bowl, game chips with alphabet letters marked on them, printed name tags

teacher input

Transition to the rug by calling all the children whose names begin with P - Paulette, Patrick, Peter. Have them sit as a group on the rug. Ask children if they notice something about those names (yes, they all begin with the letter P). Then call names beginning with L and so forth until all children are seated.

procedure

Have one child come up and pull a chip from the fish bowl. Assist the child in identifying the letter. Ask all children whose first name begins with this letter to raise their hand. Children can look at their name tag if they need help. Continue until first letters in every name have been called.

independent learning centers

ART: Make large block letters out of construction paper; children select first letter in own name and decorate the letter with markers, glitter, or feathers.
GAMES: Play Letter Bingo. Use the first letter of your name as a free space.

extension ideas

ROUTINES: Let the children help take attendance. They hold up a name card and "read" it with the aid of the group, concentrating on the first letter.
LANGUAGE: Fish for letters in a plastic pool. When the child catches the first letter of his name, he shows it to a friend or the teacher and then throws it back.
MATH: Read a Big Book together. When children see a word that begins with the same letter as their first name, they put their finger on their nose to show they have matched the first letter in their name. When the teacher sees this gesture, she can check for accuracy.

i read it!

skill

Recognize/identify letters, numbers, and words as symbols

materials

Pairs of cards with matching logos, ads in magazines and newspapers, give-aways from popular restaurants and sports events, labels from grocery cans and boxes, little bird puppet

teacher input

Gather children. Let Little Bird whisper in your ear. Tell the children this little birdie told you that they could read! You know that it must be true, so let's just see. Hold up ads and labels one by one. Begin with very familiar logos like McDonald's or Braves. You might even ask beforehand for favorite cereal such as Cheerios. Accept all responses as children call out names. What a great surprise! Little Bird is going to show them how to play a matching game during center time. All will be able to play.

procedure

For six children, provide a set of six pairs of cards with matching logos drawn or pasted on them. Allow children to match independently at first. If they seem ready, encourage them to play in pairs and take turns finding a match. Explain that when you make a match, you can read out the logo. Rotate groups.

independent learning centers

MATH: Put cards with matching logos in center for children to match independently.

ART: Design a logo for your cubby or paint your name for your cubby.

BLOCK AREA: Build something with blocks and label it with a picture from a magazine.

extension ideas

LANGUAGE: Discuss and develop a class logo.

SCIENCE: Follow a symbol chart to plant a seed or make a sandwich.

DRAMATIC PLAY: Fix up a grocery store; sort the goods that belong together on shelves. Have parents help by collecting empty cans and boxes.

feed the monster

skill

Recognize/identify letters, numbers, and words as symbols

materials

Homemade monster (for flannel board) with mouth open for "eating" various plastic or pictures of food items

teacher input

Gather children and gain their attention by pretending to hear a knock at the door. Peep out, show surprise that there is a monster at the door asking for food! " He seems gentle enough, let's bring him inside because we have lots to feed him." Ask children for some things they can try.

procedure

"Uh, oh, monster is whispering to me what he wants." "It sounds like Zello; I've never heard of Zello. What do we have in our food pile that sounds like Zello?" (Answer: Jell-O) Allow children to guess and come up to feed the monster. Repeat with other food items for 10-15 minutes. This game may be repeated with a variety of items on other days. Perhaps the monster eats only nails, screws, or bolts. Or on another day he may eat toys.

independent learning centers

MATH: Have picture cards of different types of food. Sort according to breakfast, lunch or dinner food. Allow children to explore ways to group the picture cards and tell them how they grouped them.

ART: Paint your favorite monster with a big mouth.

LANGUAGE: With tape recorder or someone to take dictation, tell all the food your monster likes to eat. Attach list to your monster picture.

extension ideas

MUSIC/MOVEMENT: Learn the Monster Mash.

LANGUAGE: Read *Monster Mama* by Liz Rosenberg. Let children explore the topic of having a monster for a mama.

BLOCKS: Design a special house for monsters.

DRAMATIC PLAY: Make a monster cave where Monster Mama lives. Add costumes for dress-up.

feel a letter

skill

Identify upper/lower case letters

materials

Books: *A My Name Is Alice* by Jane Bayer, *Anno's Alphabet* by Aliki, *The Alphabet Tree* by Leo Lionni, sandpaper letter cards

teacher input

Gather children and gain attention by reading alphabet book. Ask questions and review knowledge of letters. Many will know some letters such as those in their names. Remind them of letters around the room, e.g., labels, names on cubbies. They can read many letters with their eyes just as the teacher did while he was reading. "Can you close your eyes and feel a letter? We will try it in a small group." Transition to small groups.

procedure

Have sandpaper letter cards on table in language center. With a group of 4 to 6 children, take turns closing eyes (may use a blindfold like a wide cloth hair band), drawing a card, feeling the letter, and guessing it. This game may be played in pairs, and, depending on skill level, limited to certain letters of the alphabet. For children who are not ready for this activity use letters for matching or sorting. As skills increase, more letters and numbers may be added.

independent learning centers

ART: Use playdough or clay to design letters. Roll out long pieces and shape into letters. Cut letters out of sponge and dip in paint for "sponge prints".
MATH: Match letters, upper to upper or upper to lower, using cut-outs or a sewing card.
SCIENCE: Pretend to be an archaeologist making rubbings. Rub over sandpaper letters with flat side of peeled crayon - place clean sheet of paper over letters and rub.

extension ideas

MOVEMENT: Use your body to form yourself into letters.
LANGUAGE: Begin a letter book by writing one letter on a page and drawing pictures of things that start with that letter - a, apple, airplane.
MATH: Hide letters around the room. Hold up a letter and have children search for that letter. Provide several examples of each letter.

right this way

skill

Understand directionality (top to bottom, left to right)

materials

Any Big Book, record or tape of the "Hokey Pokey"

teacher input

Throughout the year, the teacher will model the appropriate orientation to reading printed text. When sharing a Big Book, for example, the teacher might point to the page and ask, "Where do I start reading?" Children should point to the upper left corner. "Can I read this way?" The teacher moves her finger from the right to the left and from the bottom to the top. The children should respond that this is not correct. If the children have had some exposure to a language other than English, the teacher may mention that some languages such as Hebrew or Chinese are read in a different direction.

procedure

Later in the year, the teacher may wish to introduce more explicitly the concept of left and right. Play the record or tape, "Hokey Pokey," and use the game to identify right and left hands and feet.

independent learning centers

LANGUAGE: Encourage children to interact with books daily. Observe to see if they are holding the book right side up and moving their eyes or fingers in the appropriate direction.

WRITING CENTER: Put a small sticker on the upper left corner of writing paper. Encourage children to begin "writing" next to the sticker and move to the right.

MATH: Design a paper maze that children must follow with a pencil or crayon that moves from left to right and top to bottom.

extension ideas

LANGUAGE: Create a language experience chart. As one child "reads" her sentence with the teacher's assistance, let her use a small frog or bunny stick puppet to show how it hops from word to word (left to right, top to bottom).

SCIENCE: On a breezy day, take pinwheels outside to observe that they move in a particular direction.

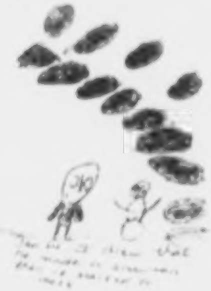
MOVEMENT: Play leap frog, and jump in line from left to right.

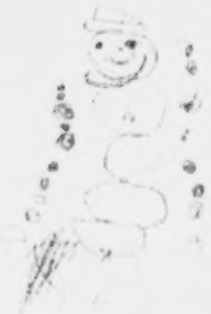
training materials

DEVELOPMENTAL WRITING PATTERNS IN YOUNG CHILDREN

THE PICTORIAL WRITER

For this child writing is drawing.
He has less oral language.
He does not know his alphabet letters.



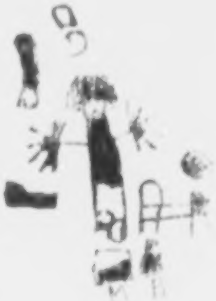


THE SQUIGGLER

Drawing tends to be big with a great deal of roundness.
She makes an attempt at written symbols.
She will begin by making circle shapes and later make straighter, more controlled lines that are meant to be her written story.
She may repeat a squiggle that appeals to her.
This child still uses her drawing to tell her story; however ,she is beginning to make the story connection that we use written symbols to tell stories.

THE VERBAL STORY TELLER

He draws an elaborate story.
He has acquired more oral language skills which he uses to tell his story.
He may attempt to record letters and numerals that are becoming familiar like O, B, 1, 2.

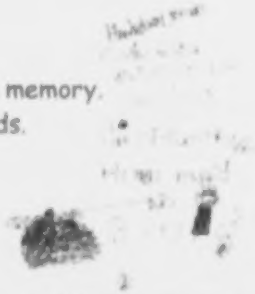


THE LETTER SHAKER

She draws pictures.
She writes random letters she may or may not know.
She may incorporate her name among the letters.
She is relating the concept of the written symbols to her thoughts and pictures.
She has not distinguished between letters and words.

THE COPIER

He copies familiar classroom words that he has committed to memory.
He will tell you a story that somehow incorporates these words.
He will read them eagerly.



BEST COPY AVAILABLE

THE SHARED READING EXPERIENCE

STEP 1: WHET THE APPETITE!

- Use creative movement/physical activity.
- Take a picture walk/talk through the book.
- Discuss previous experiences that relate to the topic.
- Use puppetry and dramatic play.
- Ask children to predict.
- Display concrete objects/manipulatives.
- Watch a video clip.
- Use felt board stories as introductions.

STEP 2: PRESENT THE STORY!

- Show the cover of the Big Book, mention the author, and the illustrator.
- Take a picture walk/talk. Implant vocabulary and language.
- Read the story with expression.
- Show the text.
- Read the story a second time, encouraging more participation from the children.

STEP 3: READ THE STORY AGAIN AND AGAIN!

- Be sure each child is sitting close enough to see the book.
- Read the book as often as possible.
- Encourage parent volunteers to read the book with small groups of children.

STEP 4: IMPLEMENT MULTI-SENSORY ACTIVITIES!

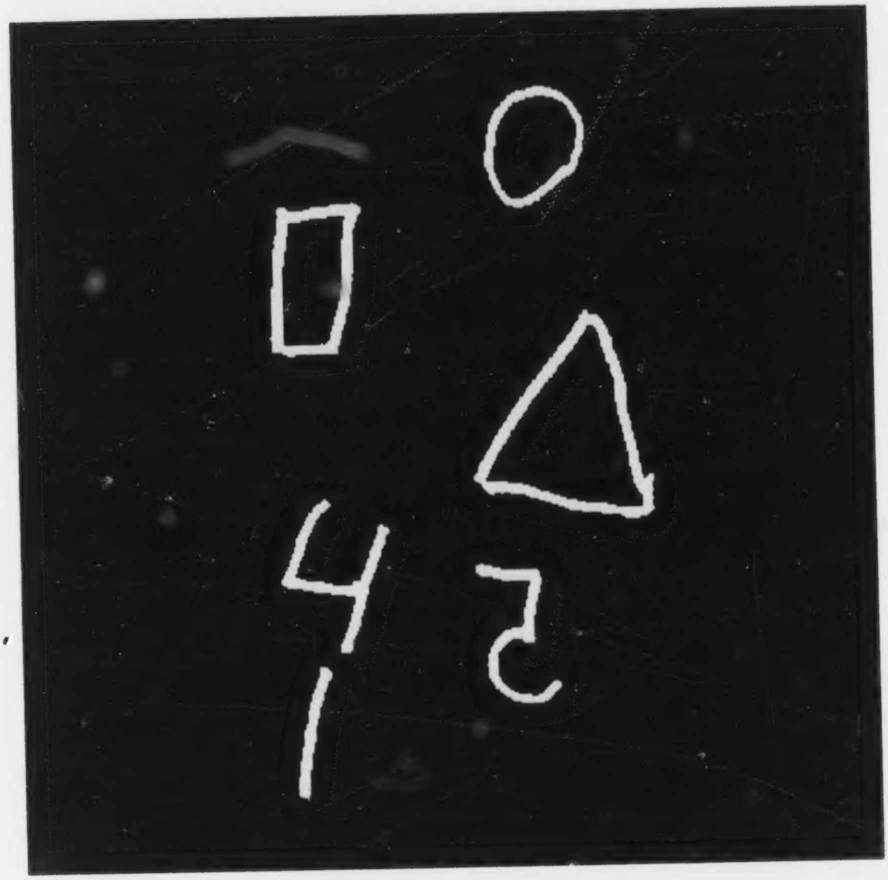
- Plan art activities to correlate with story being read.
- Dramatize story by using puppets or by having children portray characters.
- Sing a song related to the book.
- Use manipulatives related to the story for math/science activities.
- Cook - use pictures to illustrate recipes.
- Listening center - taped version of the story with a small book available.
- Read other books that reinforce the subject of the story.

PRESCHOOLER READER PROFILE

Shows interest in books
Relies on memory and pictures to read
Has knowledge of some concepts of print
Responds to print
Predicts from pictures
May know a few letters/sounds
May recognize a few words
Uses language patterns
Uses background experiences

CHARACTERISTICS OF GOOD BOOKS FOR SHARED READING WITH PRESCHOOLERS

One to two lines of text
Three to six words per sentence
Consistent placement of text
Strong oral language patterns
Repetition of one sentence or phrase
High frequency words are repeated
Simple mechanics
Texts are in children's natural language
Writing is in present tense
Ending is a surprise
Stories are captivating
Stories contain patterns in the plot
Rhyme, rhythm, and repetition
Illustrations match the text exactly
Illustrations move from left to right
Illustrations provide high support
Familiar objects/actions
Portray a diversity of people, situations, careers, and other cultural aspects



MatH

math concepts

NUMBER

"one, two, buckle my shoe"

At an early age children are aware of numbers, shapes, and sizes. A baby cries for "more" and is off on the fascinating journey of math. As children build block towers, pass out cookies, or try to lift a heavy chair as part of their daily routine, they are experiencing the world of math. Long before they can measure, count, or sequence (first, second, third. . .), they know who is bigger, who has the most, and who is last. Time is told by experience as well; time for snack, time for play, time for bed. They are learning with their senses in a general way and, as they explore the many manipulatives in their environment, their understanding will become specific.

Children will begin to put objects with the numbers they know by heart (rote). Each cardinal number (one, two, three. . .) will stand for an item. Eventually the child will move to the stage of rational, not rote, counting and grasp the concept that the final number counted stands for all the items named so far. As children line up, climb stairs, and pass out cups, caregivers and teachers count with them. Through fingerplays and nursery rhymes, children memorize the sequences of numbers even before they understand the meaning. Teachers can encourage children to count as they touch each object in a set, and soon they will master the skill of one-to-one correspondence. "Carlos, will you pass out the cups and make sure everybody has one?" With these skills as the basis for comparing, the child can begin to understand who has more, who is taller, which item is heavier, and what counting and measuring are all about. As teachers put words to these experiences ("Robby has more blocks than Zach") children begin to learn how to verbalize the concepts themselves. It's as easy as one, two, three.

CLASSIFICATION

"if it's fuzzy, it must be a cat"

When toddlers call all men "daddy" and all four-legged animals "doggie," they are beginning to understand the logic of classes - what goes where, who belongs with whom. Classification is one of the skills or thought processes we need in order to understand numbers. But a child cannot sort, select, group, and classify until he recognizes the characteristics of objects and their similarities and differences. Under the guidance of the teacher, children's exploration of a variety of materials will enable them to identify attributes, describe or label them, and group them according to one or more of these characteristics.

As part of a daily routine, prekindergarten children have many opportunities to sort as they clean up, collect materials, and arrange objects for display. "All the blocks are back on the shelf, but some books are on the floor. What did we find in the park that animals use? Let's put all the rainbow pictures on the first row." Soon all the cats will be in a set together, and the gray ones will be separated from the yellow ones.

SEQUENCING/ORDERING

"I'm the biggest, then Michael, then baby Cheryl."

Knowledge of order is another important part of the formation of number concepts. A child begins by perceiving the extremes: big-little, tall-short, hot-cold, light-dark. The teacher introduces a variety of materials and activities, and children make comparisons to refine their concept of order. For example, the little billy goat talks in a wee, little voice; the middle size goat in a medium voice; and the big goat in a loud, deep voice. With this matching of voice to goat, another ordering skill develops.

Throughout the school day children enjoy creating order. They may stack cups, dishes, pots, and measuring cups by size in the housekeeping area. As they line up, they can do so by size. In art, children can arrange paint chips from light to dark. The attentive teacher can provide for and comment on these many daily experiences, bringing them naturally to the children's attention.

Within the concepts of classification and seriation, children can develop skills related to patterning. As cups are arranged from large to small, they may also be placed in a red-blue-red-blue pattern. Or, as a child sorts all the green beads in a pile, she may arrange them in a pattern by shape: round-round-square-round-round-square. Patterning skills begin by recognizing that there is a pattern. "Your skirt is striped blue-green-blue-green." Children soon are able to copy a pattern arranged by the teacher and verbalize the order. They then may be able to continue the same pattern on their own. Creating an original pattern and even translating it into another form is a more sophisticated skill. For instance, a child may hit knees and clap, hit and clap, and, at a more advanced stage, transform hit-clap-hit-clap to red-blue-red-blue with Unifix cubes. At this level, we may have a budding fashion designer or composer!

SPATIAL

"stack 'em up, knock 'em down"

Building with blocks offers children concrete experiences with a variety of early math concepts. Blocks are real examples of shapes, numbers, dimensions, and volume. As children play with blocks, they are experimenting with space and relationships. Using problem solving skills, they ask, "How can I build a tower? Do I need to put the blocks in order? Which must come first? How can I get this part connected to another? Which blocks will stand up and which will fall over?" Many concepts about shape, size, space, and order as well as many opportunities for motor development and visual perception grow out of playing with blocks. This is one of the most popular centers in the preschool classroom. When combined with a variety of building materials, (boxes, Legos, cardboard tubes, rubber bands, string, tape, pipe cleaners, tiles, puppets, rubber animals) building with blocks can offer unlimited experiences for a child to develop physical and logical problem-solving skills.

Concepts related to space also can be developed by manipulating and building with a variety of shape and pattern blocks. From their understanding of simple shapes, such as circles, squares, triangles, and rectangles, children begin to build more complex structures such as diamonds, ovals, hexagons, and stars. Providing a wide variety of puzzles is an easy way to encourage exploration of space and shapes. The interrelatedness of all these shapes — how they fit or move or stand in space — adds to a child's foundation for later mathematical understanding.

TIME

"how long before we get there?"

This is a question almost every young child asks. If it's fun, time flies; if not, it drags. We all can identify with these feelings, but for young children time is only a matter of events and their own feelings about them. Teachers in the prekindergarten setting help children see the sequential order of events - what happened before, what is happening now, and what is to come. Conversations about daily routines; beginnings and endings; past, present, and future events; periods of day (morning, afternoon, night); and seasonal changes help a child become aware of time and its sequential nature. Though clocks, watches, calendars, and schedules have little real meaning for prekindergartners, children can become fascinated with these grown-up "time tellers" when they are presented in a fun, exploratory way. Teachers also can help children adjust to schedules and routines by giving advance notice of a change in activity. Setting a timer and saying, "Get ready to stop in five minutes," or observing aloud, "we're about to be late for snack," can help children begin to understand the concept of time.

MATH CONCEPTS SKILLS LIST

NUMBER

- Determine by one-to-one matching whether one set of objects has "as many as" another set
- Determine by one-to-one matching whether one set of objects has "more than" or "less than" another set
- Develop number concepts 1 - 10 (recognizing that numbers are associated with all objects in a set, not just the last one counted)
    a. Counting sets b. Recognition of numbers as symbols c. Matching number to set
- Distinguish between "all" and "some", "whole" and "part"
- Recognize that size can be determined using a variety of measuring tools (hands, feet, blocks, Unifix cubes, string, etc.)

CLASSIFICATION

- Match like objects
- Describe attributes of things (e.g., size, shape, texture, function)
- Select objects in a set
- Classify/sort objects by sets using one attribute
- Classify/sort objects by sets using two or more attributes
- Classify/reclassify objects
- Identify objects that do NOT belong in a set
- Identify colors

SEQUENCING/ORDERING

- Fit one ordered set of objects to another through trial and error
- Make comparisons - size, weight, length
- Arrange/describe several things in order - size, length, weight
- Place at least three steps in a process in sequential order
- Copy a simple pattern
- Extend a pattern
- Create an original pattern
- Translate a pattern into a different form

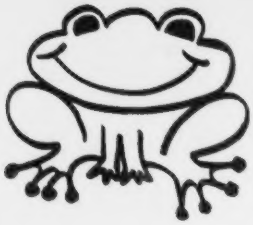
SPATIAL

- Match shapes; establish the concept of "same as"
- Select shapes
- Identify shapes
- Experience/describe relative positions, directions, distances
- Act on objects, describe what happens
- Describe how a desired effect was produced
- Complete a 12-15 piece puzzle

TIME

- Demonstrate knowledge of stop/start action on signal
- Experience/describe different rates of speed
- Identify characteristics of day and night
- Recognize that clocks, etc. are used to mark passage of time
- Describe present/past events

number



frog fun

skill

Determine by one-to-one matching whether one set of objects has "as many as" another set

materials

Book: *Jump Frog Jump* by Robert Kalan, several felt or paper cut-out lily pads, several plastic frogs or frogs made with large lima beans, blue paper

teacher input

Gather children and gain attention with frog puppet reading book. The puppet tells the children that each frog will be looking for a lily pad to relax on and needs our help. Everyone will have a turn. Dismiss to centers by hopping to the chosen center.

procedure

At the math center, have table covered with blue paper and allow children to select three to five lily pads each. Place a basket of frogs on the table and allow each child to get a handful. Begin with all frogs swimming in the water. Encourage children to have one frog jump on one lily pad until all are filled. Match the frogs and the pads to show as many as. Remove extra frogs during this time. Replace frogs and give children time to explore the frogs in and out of the water. Encourage conversation about how many, same as, as many as, and characteristics of frogs and ponds in general. Focus on matching rather than counting to decide whether you have as many frogs as lily pads. Observe and note children's success in activity.

independent learning centers

DRAMATIC PLAY: Provide puppet theater with various puppets such as frogs, turtles, fish, and bugs. Drape with blue cloth for pond. Try to have one puppet for each child.

LANGUAGE: Retell *Jump Frog Jump* with flannel board pieces. Tell a story about what you'd like to eat if you had a long sticky tongue. Cut a tongue from contact paper. Cut out pictures of food to "eat."

ART: Paint pond pictures with lots of blue, green, and brown paint.

WATER TABLE: Fill with sponges or plastic pond animals for exploration and language development.

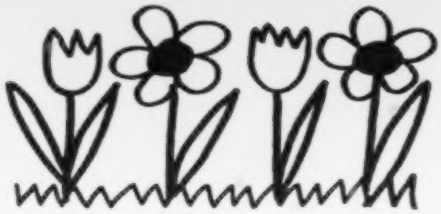
extension ideas

SCIENCE: Investigate characteristics of frogs and toads. Look for what is alike and what is different. Try to get a frog or toad to observe in class.

LANGUAGE: Read and enjoy the *Frog and Toad* stories by Arnold Lobel. Draw pictures about the story.

MATH: Provide Styrofoam packing pieces to be tadpoles. Make sets of tadpoles, frogs, and lily pads to show "as many as" and then "more than."

MOVEMENT/MUSIC: Read/sing *Frog Went A-Courtin'* by Feodor Rojankovsky. Act it out.



how does your garden grow?

skill

Determine by one-to-one matching whether one set of objects has "more than" or "less than" another set

materials

Rhyme: "Mary, Mary Quite Contrary" in the resources section; lots of cut-outs of flower stems and blossoms (teacher made and laminated)

teacher input

Wearing a bonnet, garden gloves, and spade, recite "Mary, Mary Quite Contrary" several times with children. Pass spade to individual children. As each one holds the spade, encourage him to tell something about flowers or gardens. Let them know that they will have a chance to make a garden in a small group.

procedure

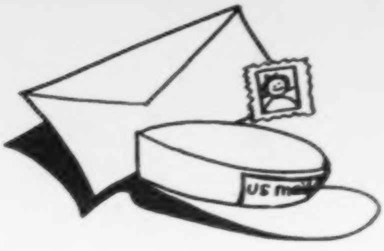
At math center, provide paper stems and flowers for children to explore and arrange. Add or subtract stems or flowers to promote thinking about concepts of "more than" or "less than." 👓 As children arrange their gardens, ask questions to ascertain the level of understanding. "Does every stem have a flower? Do we have more (less) flowers than stems?" After children have created a garden, give them paper and pencil to copy it for later coloring.

independent learning centers

ART: Paint or color gardens. 👓 Observe to see if all stems have flowers.
LANGUAGE: Make cards with flowers on them for someone special.
SCIENCE: Enjoy the book *The Reason for a Flower* by Ruth Heller and discuss concepts.
SAND TABLE: Fill with potting soil and provide spades and paper cups for digging.

extension ideas

SCIENCE: Use soil and cups to plant flower seeds. (Nasturtiums are good) Observe growth. "Do we have enough seeds to put one in each cup?"
LANGUAGE: Learn and enjoy other Mother Goose rhymes. Illustrate your favorite and make a class book.
MATH: Use sequence cards (seed, tiny sprout, stem with leaves, mature flower, wilted flower dropping seeds) to explore cycle of plants.



mr. postman

skill

Determine by one-to-one matching whether one set of objects has "more than" or "less than" another set

materials

Book: *The Jolly Postman* by Janet and Allan Ahlberg, envelopes, stamps, mail carrier hat. This is a great lesson for Valentine's Day. Substitute Valentines and associated material

teacher input

Arrive dressed as a mail carrier and gather children. Recite poem:

Good Morning, mail carrier, your bag is full I see
I'm looking for a letter (valentine), Have you anything for me?
Yes, here's a letter (valentine), and here's a hug, too.
I have others for your neighbors, but nothing else for you.

Give hat to a child along with letters. Repeat poem as a child delivers the letters. In large group, have a letter for each child. Let children know there will be other opportunities to play the mail carrier.

procedure

At math center, have several packs of letters with rubber band. Distribute packs. Take turns delivering the letters until every child has one. Discuss when there are too many, too few, just enough. Ask questions about how many more letters you need or how many extra letters you have. Note responses.

independent learning centers

SCIENCE: Make paper: Tear used paper into small pieces. Add water until "mushy." Strain through a screen and allow to dry. Check results.

LANGUAGE: Provide envelopes, paper, stamps (rubber stamps are fine), for writing to family and friends.

DRAMATIC PLAY/BLOCKS: Build a post office. Cardboard carton with dividers makes a good post office. Get postal services posters and mail bags to act out a mail service.

extension ideas

SCIENCE: Research how paper is made. Set up a recycling center in your room.

ART: Make a mural (or individual pictures) about a letter going from your house to a friend far away. Show how it travels.

LANGUAGE: Visit a post office or invite a mail carrier to class and "write" a class story about your experience

monkey see, monkey do

skill

Develop number concepts 1-10: Counting sets

materials

Poem: "Ten Little Monkeys Jumping on the Bed" in the resource section or Book: *Caps for Sale* by Esphyr Slobkina, gloves made into ten little monkeys (can be ordered from a catalog or made using tongue depressor stick puppets), bananas, real or made

teacher input

Gather children and read book or recite poem, using puppets. Each time you say the poem, count the monkeys until there are no more monkeys jumping on the bed. Bring them all back one by one until all ten are present. Encourage lots of clapping and participation. Discuss how monkeys like to copy the actions of others. Try it out. Transition to centers as monkeys copying a quiet teacher.

procedure

At math center, provide lots of bananas, real or made, to count. Have monkey pictures or stick puppets to provide an opportunity for one-to-one matching. 👀 Ask questions about how many in all and note responses.

independent learning centers

ART: Make your own monkey puppet out of paper bags or socks. Provide floral wire for a long tail.

LANGUAGE: Read and enjoy *Caps for Sale* and draw your favorite color cap. Label color.

MOVEMENT: Play "Monkey See, Monkey Do" and let children take turns doing a trick to be copied.

extension ideas

SCIENCE: Explore, research, and discuss many kinds of apes and monkeys. Learn about their habitats and characteristics.

ART: Create a habitat for monkeys. Make a big tree with lots of vines and leaves. Make and cut-out monkeys to live there.

MATH: Provide plastic monkeys (the kind that hang together). Count them. Make patterns.

mice are nice

skill

Develop number concepts 1-10: Recognition of numbers as symbols

materials

Books: *Ten Little Mice* by Joyce Dunbar, ten mice (teacher makes these ahead of time out of pom poms, felt scraps, and pipe cleaners). Have a numeral attached to each mouse

teacher input

Come dressed in mouse hat (Mickey!) and gather children. Give ten children one pom-pom mouse each. Read *Ten Little Mice* and display mice at appropriate times. Repeat with another group of children. If book is not accessible, use mice to count to ten and down again. Discuss the characteristics of mice and creep to the centers.

procedure

At math center, provide pom-pom mice for children to count into sets and label with the appropriate number symbol. Have lots of pom poms - they can be pretend mice. Ask questions about how the child knows to put 6 with six mice. Note responses.

independent learning centers

LANGUAGE: Use materials to create a mouse. Name mouse and tell a story about it.

BLOCKS: Build an inclined mouse race track. Use ping pong balls as mice (make a face with markers) and have a race.

ART: Paint mice of various colors or draw a mouse maze with markers.

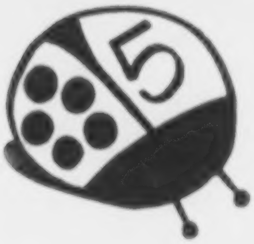
extension ideas

SCIENCE: Research mice and discuss their value to us. Investigate having a pet mouse in class.

LANGUAGE: Read *Frederick* by Leo Lionni or *Norman the Doorman* by Don Freeman.

MOVEMENT/MUSIC: Play soft, fast music and scurry like mice after a hunk of cheese. Place pom pom mice on a drum and watch them jump as children beat the drum.

COOKING: Prepare a tasty snack with cheese cubes on crackers.



lady bug math

skill

Develop number concepts 1-10: Matching number to set

materials

Book: *The Grouchy Ladybug* by Eric Carle, lady bugs [Different numbers of dots on wings attached with a brad to the back of the ladybug. When wings separate, they reveal a numeral. Numeral matches the number of dots]

teacher input

Gather children and read the story as a way to interest them in ladybugs and numerals. Say to the children that all will have a chance to play with the Grouchy Lady bug and her family. We can tell who is the oldest by how many dots they have. Dismiss and fly to centers.

procedure

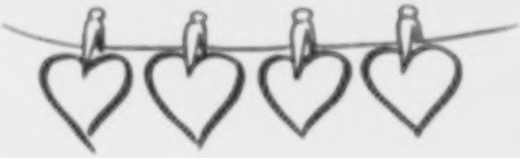
At math centers, provide the cards and buttons. Have children place buttons on the dots, then move the wings to read the number. For some children, you may let them read the number first, then count out the buttons, then place on the spots to see if they are correct. Observe children and note degree of success.

independent learning centers

ART: Paint on paper cut in shape of bug.
LANGUAGE: Draw a picture to tell about a time when you felt grouchy.
BLOCKS: Create bug houses for plastic/toy bugs. Put a number on each house to tell how many bugs can live there.

extension ideas

LANGUAGE: Read books about feelings (*Feelings* by Aliki) and make a feeling book about you.
MATH: Trace bug tracks on long paper. Match bugs to their tracks: ants, crickets, grasshoppers, moths, butterflies, bees. Make "red" lima bean bugs. Draw dots on back with permanent marker. Match sets to numerals.
SCIENCE: Make a bug catcher (clear plastic container, like tennis ball can, plastic top w/ holes), decorate, and go on a bug hunt. Talk about friendly and harmful bugs. Be careful!
POETRY: Read and enjoy *Ladybug, Ladybug* by Ruth Brown.
DRAMATIC PLAY: Have a Bug Ball, make costumes, dance. Learn "The Thousand Legged Worm" or "Fiddle-di-dee, the Fly Has Married the Bumble Bee," or "The Ants Go Marching One-by-One," in the resources section, and sing.



have a heart

skill

Develop number concepts 1-10: Counting sets

Jennifer B. Clarke from Children Today - Roswell

materials

Book: *Ten, Nine, Eight* by Molly Bang, 14 red hearts pinned to a hanging cord (this technique can be used for any count down to a special day)

teacher input

Gather children on February 1st and talk about Valentine's Day. Make the connection to counting. Count 14 hearts with children. One heart for every day. 14 hearts/14 days. Then begin discussion on having a good heart. Discuss concepts of caring, friendship and ways to show we "have a heart". To capture interest and model concept, teachers should act out examples of having "a good heart" with puppet.

procedure

On each of the 14 hearts write one of the ways we can say "I love you," show we care or have a heart. Hang on line and count. On each day before Valentine's day have children remove one heart. Count the hearts that are left on the line. The counting of hearts promotes one-to-one correspondence. The removal of hearts helps develop concepts of "how many days 'til ____" and counting down.

independent learning centers

LANGUAGE: Talk about messages on the daily heart. "Read" messages on candy heart. Draw/trace hearts for your friends.

ART: Collect lace, sequins, ribbon, stickers. Use to make heart collages.

MATH: Provide hearts of some sort to count and distribute to friends.

extension ideas

DRAMATIC PLAY: Provide "pets" for children to care for and love. Set up a "Have a Heart" pet hospital.

SCIENCE: Look at pictures of real hearts and talk about how it "pumps". Feel own heart beats. Exercise and feel again. Provide several rubber bulbs to use in water play - compare to hearts.

pizza party

skill

Distinguish between "all" and "some", "whole" and "part"

materials

Large pizza box and cardboard pizza cut into slices, added ingredients like pepperoni circles, onion rings, cheese sprinkles, hat from pizza restaurant (The game *Pizza Party* may be used.)

teacher input

Wear pizza hat and gather children and place pizza in middle of circle. Guess what's in the box. Open and pass out slices to children. Talk about favorite pizza and ask questions about all, some, whole, and part.

procedure

Take pizza to math center. Ask children to give you all or some of the pizza. Ask if they can eat a whole pizza. If not, how many slices? 👀Note responses. Allow each child to take a slice of pizza to the art table to add ingredients. Reassemble later into whole pizza.

independent learning centers

ART: Provide materials to create pizza pieces.

LANGUAGE: Explore P words: pizza, parlor, party, pepperoni, part, pieces. Make a big P and color it.

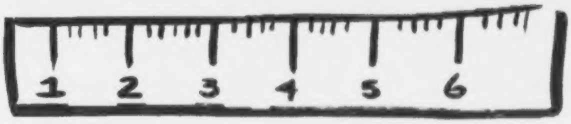
DRAMATIC PLAY: Collect assorted pizza paraphernalia and open a pizza parlor. Pretend to make and deliver pizza - to fill orders.

extension ideas

SCIENCE/COOKING: Make a real pizza to enjoy. Divide it so all can have a slice.

LANGUAGE: Send out invitations for a pizza party.

DRAMATIC PLAY: Decorate and set up for the pizza party.



inch by inch

skill

Recognize that size can be determined using a variety of measuring tools

materials

Book: *Inch by Inch* by Leo Lionni, teacher made inchworm [strips of green paper folded in/out, using small pom poms for eyes, glitter to decorate, rulers, cut-out of a big foot

teacher input

Gather children, show them the little inch worm and read them the book. Present a measuring problem: "You need paper to cover a table, you need a line of tape for all the children to be able to sit on." Talk about different ways to measure and solve problems. Use the inch worm, the ruler, the foot. Transition to centers inch by inch.

procedure

At math center, provide measuring tools (Unifix cubes, a block, rulers, cut-out of child's foot) and practice measuring things in the room. Record results.

independent learning centers

ART: Provide strips of paper and materials to design individual inch worms. When they are dry, use them to measure.
LANGUAGE: Use rulers to draw lines. Write some letters or words on the lines.
MOVEMENT: Learn to be inch worms. Stretch out hands and feet. Walk feet up to hands, walk hands out again. Repeat several times.

extension ideas

SCIENCE/COOKING: Bring in a foot long hot dog. Measure it, cook it, divide, and eat it.
MOVEMENT: Use several bodies to measure the floor.
LANGUAGE: Use your imagination to think of other ways to measure. Make a list. Go outside and try them out.
MATH: Walk heel to toe to measure how many feet it is to different places in your classroom.

just my size

skill

Recognize that size can be determined using a variety of measuring tools

materials

Poem: "Measuring" in the resources section, measuring tools such as fingers, Unifix cubes, string, large buttons, objects to measure, recording sheet, pencil

teacher input

Read book and discuss the purpose of measurement; i.e., to build, to sew a new dress, to make curtains for a play house, to tell how tall you are.

procedure

Model how to use string, cubes, fingers to measure an object. Have children count with you the number of blocks or other items needed to measure the length or height of an object. On a recording sheet the size of an easel record your findings. Allow each child to find an object in the room to measure. Give each a measuring tool (e.g., a bag of cubes) and let them measure. As they finish, assist them in recording their numbers on the sheet. When all objects are recorded, as a group review the recording sheet and compare sizes and ways of measuring.

independent learning centers

SCIENCE: Compare relative sizes of animal tracks in picture books.

DRAMATIC PLAY: Set up a doctor's office with a height chart and scale.

BLOCKS: Let children build structures and explore height and length with measuring tape.

MATH: Have pictures or cut-outs of people and coats of different sizes to match.

extension ideas

MATH: At the beginning and end of the school year, measure children's growth in height.

MOVEMENT: At recess, have children perform a standing broad jump. Let them work in pairs to measure the length of the jump with paper strips. Tape these strips on the wall.

classification

socks!

skill

Match like objects

materials

Six or more pairs of socks in a variety of colors, clothespins, clothesline

teacher input

Gathering the large group, sing "This is the way we wash our socks so early in the morning." Allow children to help you pretend to wash a sock and return it to pile. Present a problem to the children: "When we washed our socks, we got them all mixed up! What shall we do?" Accept all answers. Suggest that a small group go to the sock table and see how they can help. Remind them that they will all have a turn.

procedure

At the sock table the children will find two baskets, each filled with one of the pairs of socks. Explain that you have put up this line to dry the socks, but you need help putting the two that match next to each other on the line. Then allow children to match the socks and hang them on the line. Some may need help pinning them on the line, but this is a good exercise for developing fine motor skills. When the socks are drying, comment on the colors and the way they match. Encourage the children to review them with you. Let them know about other things to match at different centers and rotate groups.

independent learning centers

MATH: Set out barrettes, gloves, earrings, and other items that belong in pairs for children to arrange.

DRAMATIC PLAY: Provide a collection of old shoes to arrange in closet along with other socks to match.

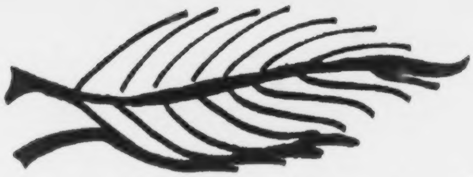
LANGUAGE: Match pairs of paper socks with holes punched in them. Use yarn with end taped for sewing them up.

extension ideas

ART: Use old socks for making puppets. Have felt, eyes, material scraps, ribbon available for decorating.

SCIENCE: Match parent and baby with animals pictures.

DRAMATIC PLAY: Read *Shoes* by Elizabeth Winthrop; Open up a shoe store with shoes for different occasions.



is it red?

skill

Describe attributes of things (e.g., size, shape, texture, function)

materials

Book: *Is it Red? Is it Yellow? Is it Blue?* by Tana Hoban, variety of small things of different colors such as, toy cars, cups, balls, blocks, spools of thread

teacher input

Gather children. Have children wearing the same colors sit together. Read book and discuss the colors and their names with children. Then say that you have a mystery bag full of things and when they come to the mystery table, they will get to pick out something to tell about. Let them know that all will have a turn.

procedure

Small groups. Gather at the table with a few children. Remind them to be very still and quiet so each one can think hard. Pass the mystery bag around so that each may choose one thing and hold it hidden in their hands. Say, "Let's all peek at our mystery thing and see what color it is. When I call your name, whisper the color." Accept all responses then have everyone show their item. As you review the colors, check for correct responses. Encourage discussion of shape, the way an item is used and other attributes.

independent learning centers

ART: Paint with colored feathers. Use red feather in red paint, yellow feather in yellow paint and so forth. Have children dictate a color label for their picture.
DRAMATIC PLAY: Have various colored scarves to act and dance with.
LANGUAGE: Provide other picture books about colors for children to explore.: *Mouse Paint* by Ellen Stoll Walsh; *Color Dance* by Ann Jones; *Kente Colors* by Deborah Chocolate.

extension ideas

SCIENCE: Provide eye droppers, colored water and paper towels to explore colors. Hang a prism in the sunlight. Set a mirror against the side of a pan of water to reflect a rainbow in the sunlight.
LANGUAGE: Make a color book with pictures drawn or cut out of each primary (red, yellow, blue) and secondary (orange, green, purple) color.
MATH: Provide paint chips for sorting, beads for stringing together by color, then shape.

magnet magic

skill

Describe attributes of things (e.g., size, shape, texture, function)

materials

A variety of magnets and items which may or may not be attracted: paper clip, screw, nail, pencil, plastic toy, metal toy, beads, paper, top hat

teacher input

Gather children and present yourself as magician. Say, "I can make this toy car roll without touching it." Use a metal car, a piece of stiff paper, a strong magnet. With magnet under the paper and hidden, attract car above the paper and slowly roll it along. Ask children for observations and ideas on how you are able to do this. Say that they will have a chance to be magicians at the science center.

procedure

Divide center table in half with tape, one side for things attracted, the other side for things not attracted. Provide lots of items and magnets for each child. Allow time for exploration. Before time to rotate, ask children to put all things attracted on one side of tape while leaving the other items on the other side. 👀 Observe as children do this and ask them why they are placing an item on a certain side. Note responses.

independent learning centers

WATER TABLE: Line table with blue paper and provide magnets to fish for things in table. Sort into piles.

BLOCKS: Provide metal cars and magnets to drive the cars through block paths.

LANGUAGE: Put out books about magnets. Introduce vocabulary: attract or pull, repel or push away, connect, attach.

extension ideas

SCIENCE: Pretend to be a magnet detective. Go on a search around the classroom to find objects which magnets will attract.

LANGUAGE: Play with words like Abracadabra, Hokus-Pokus, Shazam. Books: *Animals Do the Strangest Things* and *Tricks Animals Play* by Jan Nagel Clarkson. Discuss animals who use camouflage or who can do tricks. Draw your favorite.

by land, by sea, by air

skill

Select objects in a set

materials

Painted mural of land, sky, and water (previously painted with children); cut-outs of land, sea, air vehicles, and animals; tape or glue

teacher input

Gather children and spread out mural on the floor. Recall with children what background is and say that today we want to finish it. We have a lot of pictures of things that go on the land, air or sea and we want to select the ones for each place.

procedure

Spread out pictures and take turns selecting and taping them in an appropriate spot. Allow children to use the tape if possible. Ask questions to check and extend thinking: How do you know that belongs there? What would happen if you put it here? Conversation will keep children engaged in the process longer.

independent learning centers

MATH: Provide objects to sort: boats, cars, planes, trucks (or picture cards). Place green (land), blue (sea), and white (air) paper and encourage children to select items for the different places.

LANGUAGE: "Write" postcards from a trip you took in a car, or boat, or plane. Draw a picture of your means of transportation on the front of the card.

ART: Paint land, sea, or air pictures!

BLOCKS: Build an airport, garage, or marina. Provide toys.

extension ideas

SCIENCE: Investigate characteristics of animals that move on land, air, and sea. Talk about feet, paws, fins, flippers, and wings.

MOVEMENT/MUSIC: Play music that inspires children to move like animals in the land, sea, and air.

MATH: Match the feet to the animals.

jell-o surprise

skill

Classify/sort objects by sets using one attribute

materials

Three packages of Jell-O, cooking bowl and utensils, assorted food to add: apples, bananas, raisins, marshmallows, grapes

teacher input

Gather children and show them what everyone will make today. Discuss ingredients and ask them about their experiences with Jell-O. "Have you ever made Jell-O? What happens to it? Does it begin in a solid state or is it liquid? What do you think will happen when we add these items? Will they stay on top, in the middle, or sink to the bottom?" Listen to answers and say that we'll find out. All will have a turn. Transition to centers by jiggling like Jell-O.

procedure

At science center, gather five to seven children around table. Allow some of them to slice bananas, apples (plastic knives will work if apples are soft), some to open and pour Jell-O in bowl, some to add water and stir. (Teacher may want to add hot water). Then talk to children about adding food and what they think will happen to the items (prediction). "Will it sink? Why do you think so? Let's see? Will all the grapes sink?" Try it out and discuss the results. Say "We'll let it cool and eat it later."

independent learning centers

WATER TABLE: Provide a variety of items to test sinking or floating properties: key, penny, cork, small plastic bottle (capped), Styrofoam, boat, rock. Encourage guessing before testing. Sort into piles: SINKS or FLOATS. Write these words on paper.

LANGUAGE: Draw pictures of sinking and floating activities: swimming, boating, fishing, diving. Tell about them.

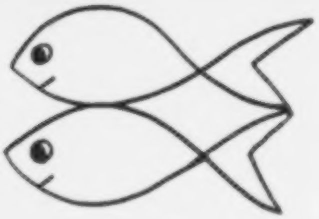
MATH: Sort objects into sets according to one attribute: color, shape, length.

extension ideas

LANGUAGE: Read books about opposites. Discuss this concept. Tell/dictate stories about some opposites: When you were very small and now you are big, sad/happy, first/last, slow/fast, awake/asleep.

MOVEMENT: Provide opportunities to show high/low, over/under, in/out, backwards/forwards, fast/slow, quiet/noisy.

ART: Paint dark and light pictures.



fish is fish

skill

Classify/sort objects by sets using two or more attributes

materials

Book: *Fish is Fish* by Leo Lionni, paper plates, tissue or construction paper pieces (can use seeds, buttons for scales)

teacher input

Gather children. Gain attention with fish puppet or fish pictures. Get input from children about all they know about fishes. Read *Fish is Fish* or any of a number of fish stories. Review knowledge of fish making sure that scale and ability to swim are part of discussion. Let children know they will be able to make a fish today. Swim to small groups.

procedure

At art center, provide each child with a paper plate, material for scales, glue. Tell them that to make a tail for the fish to swim with, they will first have to cut out a mouth. The mouth cut-out becomes the tail. Allow children to design their own fish. Glue on scales. Make a large pond, ocean out of blue cellophane or construction paper for fish to swim in. Rotate groups.

independent learning centers

MATH: Provide pictures of fish, lizards, snakes, alligators, otters, beavers, people, and ducks. Ask children to put into groups such as animals who can swim and have scales (fish). Another group can be animals that can swim and don't have scales (otters) and so on.

LANGUAGE: Make fingerprint fish and copy word FISH. Make a whole school of fish!

MOVEMENT: Play soft music, provide scarves for water and quietly swim around a pool taped on the floor.

extension ideas

SCIENCE: Bring in a real fish (many grocery stores will give you one). Touch, smell, look at all its characteristics, inside and out.

ART: Place paper over real fish and make fish rubbings.

MATH: Count fish made from lima beans or goldfish crackers and place in a blue felt or paper pool.

LANGUAGE: Make a FISH book, paper cut in fish shape.

if the shoe fits

skill

Classify/reclassify objects

materials

Large assortment of shoes: heels, flats, lace-ups, Velcro "tie", sport, bedroom, materials for shoe store

teacher input

Gather children around the pile of shoes. Ask for help arranging the shoes for a shoe shop. Get ideas about how they can be sorted. After one or two answers, ask how else this can be done. For example, if a child says to arrange them by function - sport or dress, ask for another idea - size or color. Let them know that they can set up a shoe shop in the dramatic play center and dismiss to small groups.

procedure

At dramatic play center allow a small group of children to set up a shoe shop. Notice how they are arranging shoes, ask questions to confirm their thinking, encourage other ideas and note.

independent learning centers

MATH: Provide sets of toys (little cars, plastic animals) or picture cards of various items (fruits, vegetables, flowers, trees). Ask children to make sets of things that go together. Establish attribute they are focusing on and then ask if they can think of another way to group them.

LANGUAGE: "Write" labels for shoe shop: numbers for sizes, color words, men, women, children. If children's skill level is not at the "copy words" stage, draw pictures or dictate ideas for labels.

ART: Paint pictures of shoes for advertisements.

SOCIAL STUDIES: Display shoes from diverse cultures/regions — wooden shoes, moccasins, thongs.

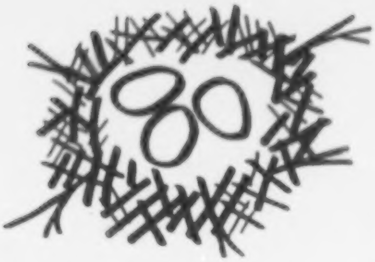
extension ideas

MATH: Use measuring tools to determine shoe size of children.

ART: Make a large mural of feet: walk in paint on paper. Notice the different patterns on soles of shoes. You can brush a small amount of paint on shoe soles if this is easier.

PHYSICAL: Try tying knots in laces. Why is Velcro easier? When would you not want to use Velcro? Use tying skills in other ways: hair ribbons, gift wrapping, securing a rope to a post.

LANGUAGE: Read about famous shoes in familiar stories — Cinderella's slippers, Dorothy's ruby slippers, Old woman who lived in a shoe.



eggs-citing

skill

Identify objects that do NOT belong in a set

materials

Books: *Chickens Aren't the Only Ones* by Ruth Heller or *Chicken and Egg* by Jen Olsen, eggs, bird nest/egg if possible, food color, cooking utensils

teacher input

Gather children and show them a hen egg and nest with bird eggs. Ask questions about what it is? Who laid it? Do you know any other animals who lay eggs? Does a dog lay eggs? A cat? A cow? How do you know? Read the story and recall all the creatures they can who do or do not lay eggs. Transition to centers by saying we're going to cook and eat some eggs.

procedure

At science/cooking table, allow children to crack and beat eggs. Add food color as a set-up for reading *Green Eggs and Ham* by Dr. Suess. The teacher cooks the eggs while reviewing once more animals who lay eggs and those who do not.

independent learning centers

MATH: Provide picture cards of many animals and make a pile (sort) of all those who do not lay eggs. If you have a set of farm animals, use them.

ART: Make a collage of animal pictures: animals who do not lay eggs.

LANGUAGE: Use cookie cutter animal shapes to trace or print with.

extension ideas

LANGUAGE: Read *Green Eggs and Ham by Dr. Suess* and draw a picture of an imaginary creature who might lay green eggs.

MOVEMENT/MUSIC: Use old sheets or pillow cases and pretend you are hatching from an egg as soft music is played. Use language during activity to describe how it might feel? Is it warm? Cold? How will you break out of the shell? How do you feel? Excited? Scared? What kind of animal are you?

ART: Use crushed egg shells (have parents send in clean egg shells) to glue on paper Paint with water colors.

MATH: Sequence a series of egg pictures according to size: ostrich, eagle, hen, robin, hummingbird.

splish, splash

skill

Identify colors

materials

Book: *Rain* by Peter Spier, cut-outs of different colored umbrellas and raincoats (teacher made and laminated)

teacher input

Do this activity on a rainy day! Dress in raincoat with umbrella. Gather children and spend some time talking about rain. If possible, go outside to watch and feel the rain. Wonder about where it comes from, talk about what kind of clothes we need in the rain. Show the children the array of umbrellas and coats you have made and talk about the colors. Ask how they would like to arrange the rain gear. They can match the colors of coats to umbrellas. Allow for choices as you use all the color words. Transition to centers by pitter-pattering like raindrops.

procedure

At math center, put out the raincoats and umbrellas. Allow children to mix and match the coats and umbrellas choosing the ones they would like to wear according to their favorite colors. Encourage lots of conversation about rain and colors of rain gear. 👀 Observe and note children's responses.

independent learning centers

ART: Explore colors by making a big rainbow. Use cut-outs of children's hands in different colors.

LANGUAGE: Look at *Rain* picture book, talk about pictures. This book has rich, detailed pictures. Draw rain pictures.

DRAMATIC PLAY: Provide raingear for acting out rain stories.

MOVEMENT: Make and laminate "puddles" for jumping in or hopping around on.

extension ideas

ART: Cut out big rain drops, fill them with colors and hang them from the ceiling.

LANGUAGE: Reflect on what makes rain. Illustrate your theory and dictate to someone to write for you.

SCIENCE: Find or make puddles outside. Look at reflections and discuss. Predict how long it will take the puddles to evaporate (or freeze). Test and observe.

sequencing/ordering

box it up

skill

Fit one ordered set of objects to another through trial and error

materials

Book: *Boxes, Boxes* by Leonard Everette, boxes of various sizes: large, mid-sized, small, tiny, long, short, round. Items to fit in boxes: ball, hat, tie, jewelry, and shoes all in a bag

teacher input

If possible, come in dressed as a mail carrier. Read book and discuss. Engage children in your problem: "Here are a lot of boxes and in order to send them off, we must fit all the things I have in the right box so each item will have a box that matches its size. I need your help."

procedure

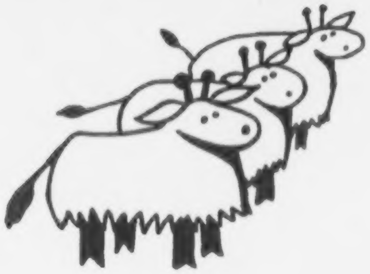
Large group. Look at all the boxes and discuss their size. Ask children what they think might go in this box. Some boxes, like a shoe box, may be easy to determine. A tie box might be harder. Next take from bag all the items that need to be boxed. Problem solve with the children until all the items have a box for mailing.

independent learning centers

ART: Design paper for wrapping the boxes with sponge painting.
MATH: Have an assortment of smaller boxes and lids to match.
BLOCK AREA: Build a road for the mail carrier to drive on.
LANGUAGE: Write labels for mailing packages. Tell *Goldilocks and the Three Bears* fairytale; match baby, mama, and papa teddy bear with small, medium and large beds, chairs, bowls of porridge.

extension ideas

LANGUAGE: Provide grocery boxes such as spaghetti, cereal, rice, egg cartons, and candy for matching, writing, and talking about.
DRAMATIC PLAY: Set up a wrapping shop where children choose paper, wrap gifts, estimate length of string needed for tying.



billy goats gruff

skill

Make comparisons — size, weight, length

materials

Book: *The Three Billy Goats Gruff*, a fairy tale; three pairs of blocks of varied sizes, bells of varied pitch e.g., copper cow bell, clay or china bell, glass dinner bell

teacher input

Gather children together. One at a time, ring bells of varied pitch. Ask children to tell if the sounds are low, high, or in the middle.

procedure

Retell the story of *The Three Billy Goats Gruff* by acting out parts of goats tripping over a block bridge. Dramatize the range of pitch of the voices of the goats. Simulate their hooves on the bridge by clacking together the different pairs of blocks (low, medium, and high). Observe to see if they vary their voices to match the story character.

independent learning centers

MATH: At the sand table, fill up containers of varied sizes and compare weights, volume.

ART: Use tissue paper of dark and light shades to make collages.

SCIENCE: Fill glass bottles and jars with different amounts of water. Allow one or two children at a time to tap lightly on each container with a spoon. Have them compare pitch of each container.

extension ideas

LANGUAGE: Re-enact story of *Goldilocks and the Three Bears* with flannel pieces. Compare sizes of characters and furniture.

ART: Fill clear jars with water. Use one color and add different amounts to each jar to make different shades of colors.

rough to smooth

skill

Arrange/describe several things in order — size, length, weight

materials

Rough sand paper, burlap, flannel, satin scraps, collection of rocks or wood (from rough to bumpy to very smooth), poster or bulletin boards, blue. Have enough for at least 6-8 children to manipulate at once

teacher input

Gather children and talk about the five senses, particularly the tactile since, present a variety of items to touch. As children feel the items, introduce words like "coarse", "smooth", "bumpy", "rough", "sharp", etc. Let them know that they all will help make a "Touch Me" board. Transition.

procedure

In the science or art center provide scraps and board. Help children to designate the "rough" end and the "smooth" end. Encourage them to choose the "roughest" scraps and the "smoothest" scraps. All of the scraps that are "in between" can go in the middle. Glue on the "Touch Me" board at the appropriate spot. Talk about textures and note responses. Another group might explore rocks or wood/bark. Make as many boards as interest and time allow.

independent learning centers

ART: Provide clay and materials to make the texture smooth or rough.

LANGUAGE: Provide materials to play "no peeking." One child closes eyes, feels material and describes — soft, hard, smooth, sharp, bumpy, etc. Return scrap to pile, opens eyes, guesses which she was feeling.

extension ideas

ART: Provide paper to make "rubbings" of the "Touch Me" boards. Display in an attractive way.

OUTSIDE PLAY: Take a walk to explore textures — tree bark, sides of buildings, rocks, fence. Discuss how they feel.

FINE MOTOR: Provide material scraps, large blunt needles and embroidery thread for sewing.

LANGUAGE: Provide various textures of paper to write on — sand paper, waxed paper, corrugated cardboard.

pancakes

skill

Place at least three steps in a process in sequential order

materials

Book: *Pancakes, Pancakes* by Eric Carle, "giant" puppet, fairy puppet, sand drum, symbols chart with steps in making pancakes (recipe), pancake ingredients, electric skillet, utensils

teacher input

Gather children and present scenario: "This special visitor, a giant, is hungry for pancakes. Help me remember the steps he uses to make pancakes." Tell story about the giant making pancakes. "The giant was so-o-o-o hungry for pancakes, so he got a big bowl." Encourage children to add ingredients they would like to make pancakes. "Next the giant stirred the pancakes." Use the drum for sound effects as all stir. "Then, the giant poured the batter." At this point, children become pancakes and "sizzle" as they cook. Use the drum again and strike as first legs, then arms pop up as they cook. Turn the "pancakes" and repeat sizzling. "The giant wants to eat, but has no syrup. He says, 'I must go get syrup.' Now, "pancakes," run hide so the giant won't eat you! When the giant returns and can't find his pancakes, he decides to go to the Pancake Restaurant." Review the steps for making pancakes, assure that all will have a turn, and use the "good fairy" props to name options, choose children, and transition to small groups.

procedure

Review the steps to make pancakes once more, using the symbol chart. Explain the process of pouring and mixing the pancakes. Allow children to do as much as is appropriate for each group. Encourage lots of conversation about all steps in the process. After mixing, gather around skillet and remind children of safety precautions. Cook and enjoy.

independent learning centers

LANGUAGE: Cards on which to "write" recipes. If you have computers, some can work here.

MATH: Using a variety of manipulatives, encourage children to sequence blocks, cards, and cups.

DRAMATIC PLAY: Use props from *The Three Bears* such as beds, bears, and clothing. Talk about order small, middle-sized, and large.

PLAYDOUGH TABLE: Provide spatulas, cookie cutters, and playdough for "pretend pancake making."

BLOCKS: Train blocks for ordering.

extension ideas

ART: Paint frozen pancakes with milk and food color. Toast.

SCIENCE: Make pancakes with various flavors and fruits. Smell and taste.

DRAMATIC PLAY: Set up an IHOP Restaurant.

MATH: At sand/water table provide measuring cups, spoons, bowls, whisk/beaters for exploration.

sumptuous sundaes

skill

Place at least three steps in a process in sequential order

Patty Birchenall from Auburn Elementary, Barrow County, Auburn, GA

materials

Story: "This is the Sundae that We Made" (you may substitute each child's name as you recite it); felt pieces for a dish, ice cream, banana, chocolate sauce, whipped cream, cherry; you may also make a symbol chart with directions for putting together a sundae; real ingredients for sundae.

teacher input

This activity may begin in small groups with the actual making of a sundae following the sequenced directions: "First, second, next, next, last." Or you may first gather children with the flannel board story:

> *This is the ice cream all cold and vanilla that started the sundae that we made.*
>
> *This is the banana so fresh and yellow that lies on the ice cream all cold and vanilla that started the sundae that we made.*
>
> *This is the syrup, a chocolately flow, that covers the banana so fresh and yellow, that lies on the ice cream all cold and vanilla that started the sundae that we made.*
>
> *This is the whipped cream as white as snow, that goes on the syrup, a chocolately flow, that covers the banana so fresh and yellow, that lies on the ice cream all cold and vanilla that started the sundae that we made*
>
> *This is the cherry as red as a tomato that tops the whipped cream as white a snow, that goes on the syrup, a chocolately flow, that covers the banana so fresh and yellow, that lies on the ice cream all cold and vanilla that started the sundae that we made.*
>
> *These are the mouths all ready to munch that belong to the children who are ready to crunch, into the cherry as red as a tomato, and into the whipped cream as white a snow, and into the syrup, a chocolately flow, and into the banana so fresh and yellow, and into the ice cream all cold and vanilla that started the sundae that we made.*

procedure

Allow children to repeat story with flannel pieces as long as attention lasts. Transition to small groups and make a sundae. If you began by making sundaes, use the story to recall the sequence of ingredients.

independent learning centers

MATH: Use symbol charts at math table along with felt pieces (have 4 - 6 sets of pieces). Allow children to individually sequence the ingredients.

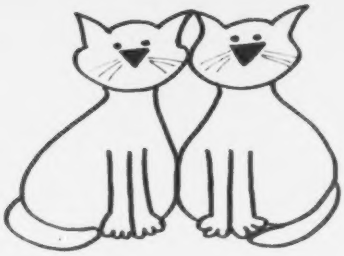
ART: Use collage materials to create a fantastic sundae.

SCIENCE: Set 3 bowls with a scoop of ice cream in each in 3 different spots: a sunny window, the refrigerator (not freezer), a shady spot. Predict which melts first, next, last. Make a chart to show results.

extension ideas

DRAMATIC PLAY: Set up an ice cream shop. Make a colorful sign to show flavors. Provide dishes, spoons, napkins, glasses, writing tools.

MATH: Make a picture graph showing preferred ice cream flavor: Chocolate, vanilla, or strawberry. Allow children to suggest flavors. Have colorful scoops of ice cream to make the picture graph.



copy cat!

skill

Copy a simple pattern

materials

Rhythm sticks

teacher input

Gather children on carpet. Capture their attention by demonstrating a simple hand clap pattern: clap-hands in lap, clap-hands in lap. Have children copy pattern.

procedure

Choose a volunteer to create a new hand clap pattern. Have children copy. Distribute a pair of rhythm sticks to each child. Have them tap out simple rhythm patterns. Begin with two steps, move to more when children are ready.

independent learning centers

ART: Make simple two-step repeated patterns on paper strips with stickers or crayons (e.g. red, green - repeated several times)

LISTENING CENTER: Record sounds in the environment that create patterns such as bird calls, telephone rings, and train whistles. As children listen with headphones, have them mimic the sounds.

MATH: Connect unifix cubes into simple patterns. Begin with two colors repeated several times, move up to three when children are ready. Have children copy pattern with cubes.

extension ideas

ART: Show children the beautiful patterns in Native American weaving. Let children copy or create patterns while weaving paper or ribbon. "Soft" mesh/wire from a hardware store makes a good frame for weaving.

SCIENCE: On a nature walk, observe patterns in nature (i.e., designs on butterfly wings, tree bark, leaves) Make drawings in a science journal like the patterns observed.

fingerprint frogs

skill

Extend a pattern

materials

Book: *Frog and Toad Together* by Arnold Lobel (or another book in this series), green and brown paint, paper, sponges, fine markers, frog puppet

teacher input

Read a frog and toad story and talk with children about these two good friends - how they hop along together on their many adventures. Allow for a lot of discussion about frog and toad or related topics. Say that today they will pretend to be frog and toad and make some hopping trails together. Dismiss to centers by hopping or making frog sounds.

procedure

At math center, provide damp sponges or ink pads with green or brown paint smeared on them. Allow children to experiment with making thumb or fingerprint frogs (green) and toads (brown) on their papers. Show them a trip (pattern) that the two friends could take: green, brown, green, brown. Ask the children to continue the trip (pattern). Introduce other patterns they might extend: green, green, brown, green, green, brown. Maybe frog hops faster! Read the patterns aloud as you make them and encourage the children to do the same. They can hear and feel the rhythm of patterning. Check finished products for understanding. Transition to art table where they can use markers to add legs, eyes, scenery to their frog and toad adventure.

independent learning centers

ART: Make frog and toad pictures with sponges.

LANGUAGE: Draw a picture of an adventure you had with a friend. Dictate your story to someone.

MOVEMENT/MUSIC: Clap the pattern of your name and one or two friends: Ca-ro-line, Jac-kie, Craig, Ca-ro-line, Jac-kie, Craig. Make new patterns with other friends: I-sai-ah, Li-sa, Da-ri-us, Dee.

BLOCKS: Build a path and homes for frog and toad. Alternate blocks to create a pattern.

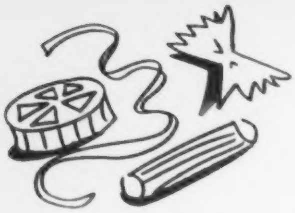
extension ideas

MOVEMENT/MUSIC: Provide rhythm sticks. Read stories or poems such as *Crocodile Beat* by Gail Jorgensen or *Chicka, Chicka, Boom, Boom* by Bill Martin, Jr. and beat out an accompanying pattern with the sticks.

SCIENCE: Read about and discuss the life cycle of a frog: egg, tadpole, polliwog, frog. Try to collect tadpoles to observe.

MATH: Use blocks, Legos, Unifix cubes to extend patterns.

LANGUAGE: Clap out the rhythm (syllables) of name and trace the name.



pasta patterns

skill

Create an original pattern

materials

Book: *The Quilt* by Ann Jonas, material scraps showing patterns, short pipe cleaners, small pasta with a hole, Ziploc bags, rubbing alcohol, food coloring. Before lesson, dye pasta various colors: Put two tablespoons alcohol and two or three drops of food coloring in Ziploc bags. Add pasta and shake until colored. Dry on paper towel.

teacher input

Gather children and read the story. Have scraps of materials at hand to show them patterns on a flannel board. Ask the child to pick out and name some patterns they see either in pictures or scraps. After the story, ask the children how the quilt was made (created) and what makes it special to the girl in the story. Talk about clothes/blankets that are special to the children. Say that they will have a chance to create a pattern that is special to them (not copied). Step-clap a transition to small group.

procedure

Provide bowls of colored pasta, each color in a separate bowl, and pipe cleaners. Encourage children to say a pattern. You may need to demonstrate: red, yellow, yellow, red, yellow, yellow. Make the pattern by putting the pasta on the pipe cleaners. Accept any pattern that the children create. It's theirs!

independent learning centers

ART: Cut out pictures in National Geographic (or other magazines) of patterns in nature and make a collage.

BLOCK AREA: Create patterns with tile blocks or other shape blocks for floors.

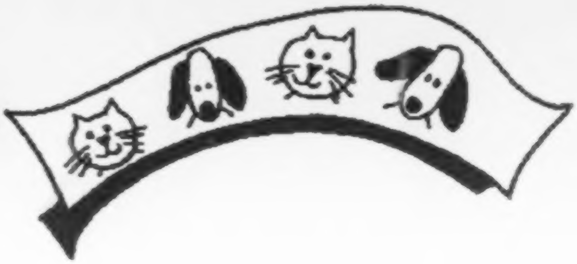
LANGUAGE: Use various writing tools to draw patterns on squares of paper.

extension ideas

ART: Make a friendship quilt by making patterns on paper, adding names or initials and gluing the pieces on a large sheet of paper.

MOVEMENT/MUSIC: Make patterns with rhythm sticks to music. Chant *Chicka, Chicka, Boom, Boom* by Bill Martin.

echos



skill

Translate a pattern into a different form

materials

Book: *Brown Bear, Brown Bear* by Eric Carle, pattern strip using two symbols (e.g., dog-cat-dog-cat or hand-foot-hand-foot), paint, markers, crayons, paper

teacher input

Gather the children and show them the simple two symbol pattern strip. Discuss how we know this is a pattern: "because it does the same thing over and over". Have children say the pattern using words in a rhythmic fashion, dog-cat-dog-cat. Demonstrate how the pattern can be done in a different way while saying the words, add two movements such as pat-clap-pat-clap. Transition to centers to paint a pattern.

procedure

At the math center, let one child do a simple movement pattern such as pat-clap. Provide the other children with Unifix cubes to translate the movement pattern, such as a clap indicates a white cube, a pat indicates a red cube. Repeat.

independent learning centers

MATH: Provide Unifix cubes, papers, and crayons. Encourage children to make a pattern and then copy it with the crayons: red, blue, yellow, red, blue, yellow.

BLOCKS: Provide attribute blocks or regular blocks and make a train with a pattern.

MOVEMENT: Say a pattern and do it. Hop, skip, jump.

extension ideas

MOVEMENT/MUSIC: Sing songs with hand signals like "B-I-N-G-O" and clapping or "Wheels on the Bus" or "Little Peter Rabbit has a Fly Upon His Nose," in the resources section.

ART: Paint colorful patterns. Add the color words for labels.

LANGUAGE: Explore other familiar word patterns: I love Mom/Dad, My name is Craig, I am four years old. Provide large paper and markers to copy.

spatial

bag it

skill

Match shapes; establish the concept of "same as"

materials

Bean bags in different shapes: circle, square, triangle, tape (colored masking tape is great)

teacher input

Use tape to make a big face out of shapes (e.g., circles for eyes, triangle for nose, square for mouth) on the floor. Gather children and explain the game. We're going to take turns tossing our little bean bags into the big shape that matches the shape of the bag. Review familiar shapes around the room, then model one round of tossing. Transition to centers.

procedure

With a small group, three to five children, begin the game. Provide two or three lines on the floor for the tosser to stand on. Allow choice. Other children stand behind tosser. Give child a bag of each shape and observe what happens. Note if child tries for shape space that matches bag shape. Ask child questions about the size and shape of his bag relative to those on the floor.

independent learning centers

ART: Sponge painting with different shaped sponges.

BLOCKS: Use blocks to build a large shape space. Fill it with smaller blocks of like shape.

LANGUAGE: Use stamp pads and rubber shapes (these can be made out of erasers) to make shape designs.

extension ideas

MATH: Use the shape bag toss idea for a variety of shapes: diamond, heart, rectangle, hexagon, pentagon.

LANGUAGE: Cut out center of paper plates in a shape. Use to trace. Provide stickers or bits of paper in matching shapes to glue on plates.

ART: Cut out paper in various shapes for painting. Use matching sponges.

MOVEMENT: Make a body shape. Use a friend if you need to. Look in the training materials following the movement section for some great ideas!

find a fossil

skill

Match shapes; establish the concept of "same as"

materials

Books: *Dinosaurs! Strange and Wonderful* by Laurence Pringle, or *How Big Were the Dinosaurs* by Benard Most, plaster of Paris, various bones (chicken, cow, pig from a butcher) that are cleaned and dry, *Dinosaur Rock* record, shells, fern fronds, or leaves

teacher input

Play record and gather children. Talk about the long ago time of dinosaurs (or share a book). Discuss with the children about fossils and how these help us learn about things we can't observe any more. Children are very interested in dinosaur days and most already know some facts they will want to share. The teacher can explore this topic to the depth she wishes. Today, the focus is fossils. We are pretending to be back in long ago days and we're going to make some fossils. After they are dry, we'll pretend to be paleontologists (science detectives) and discover the fossils and match them up.

procedure

With a small group at the science center, mix the plaster of Paris according to directions. Let children mix and stir. Provide each child with some plaster and a variety of bones, shells, leaves to press into it. The bones and shells will be best for matching after the plaster dries. Scratch child's initials into plaster and let dry. After fossils are dry, place on science table along with bones and shells. Encourage children to match the missing piece to the fossil. Review information you've discovered.

independent learning centers

LANGUAGE: Provide books about dinosaurs. Draw little, middle-sized, and big dinosaur feet. Make finger prints with ink pad and pretend it's a fossil.

MATH: Sort dinosaurs into meat-eaters (carnivores) and plant-eaters (herbivores) or into land or water creatures.

PUZZLES: Provide dinosaur puzzles to work.

PLAYDOUGH: Use home made playdough for making more fossil prints.

extension ideas

SCIENCE/MATH: Be paleontologists. Follow a trail of arrows or tracks to find a dinosaur.

SAND TABLE: Discover bones and shells (hidden by teacher) from long ago time. Hide them for your friends.

LANGUAGE: Read *Dinosaur Encore!* by Patricia Mullins. Make up a dinosaur story as a class. Print it and illustrate.

shape song

skill

Select shapes

materials

A set of large cut-outs of circles, squares, triangles that have been laminated or covered in plastic, a matching set for leader, record or tape

teacher input

Gather children and explain the game. First we will scatter the shapes around the room. Next we will tip toe, float, walk, or jump to the music. When the music stops, I will hold up a shape. Look at it and tip toe quickly to that shape and wait for the signal to continue. This is a game for listening and looking only. Make sure you have several circles, squares, triangles to prevent crowding or make one huge circle, square, triangle so all can fit on it. Tape to floor and play game.

procedure

Play the game, observe the children. Soon you may be able to simply say the name of the shape. Add more shapes when the first three are learned. Children can take turns being the leader as you play the music. Have fun!

independent learning centers

MATH: Provide variety of small, colored paper shapes with a paper clip attached. Provide dowels with a small magnet attached by a string. Shape blocks or cards. One child holds up a shape and others fish for one that matches. If the pole is too difficult, simply use a magnet to catch the shape.

BLOCKS: Use different combinations of blocks to make new shapes (e.g., two triangles to make a square).

WRITING: Provide shapes to trace. Fill with stickers that match.

ART: Glue paper shapes of various colors to make a mosaic.

extension ideas

SCIENCE: Find familiar shapes in nature pictures: triangle pine trees, oval birds' eggs, round puddles.

MOVEMENT: Play musical shapes - when the music stops, find a big shape to stand in.

LANGUAGE: Trace a shape on sand paper. Cut out and ask someone to write its name for you. Draw shapes in cornmeal (grits) tray.

shape-up

skill

Identify shapes

materials

Book: *The Shape of Things* by Dayle Ann Dodds, a large variety of shapes cut from construction paper, glue, paper, markers, crayons

teacher input

Gather children. Look around room and say you were noticing how many shapes you could see. Pretend to be a "shape detective" and hunt for shapes in the room. Share the book which points out many shapes in the environment. Review the basic shapes. Say that they will be able to play with shapes and make/design pictures of their own. Transition to small groups.

procedure

At math center, provide each child with large sheet of paper and a tray full of pre-cut shapes. Review some pictures from book and classroom shapes: What shape is the aquarium? the table? the light? the sailboat? the train? Allow the children to explore the shapes, place and glue them on paper. Encourage them to talk about what they are making out of shapes.

independent learning centers

LANGUAGE: Provide shapes for children to trace and copy. Label them as they tell you what they are.
BLOCKS: Build a shape house. Use as many shapes as possible.
SCIENCE: Provide natural items to group by shape - nuts, shells, rocks, bark, berries. Talk about these shapes and other shapes in nature.
ART: Paint shapes of various colors with sponge brushes. Label them.

extension ideas

LANGUAGE: Read *Color Zoo* by Lois Ehlert. Make patterns of many shapes to trace. Make a shape book for the class.
MATH: Use attribute blocks to explore shapes and sort.
ART: Make zoo animals out of pre-cut shape pictures to create your own color zoo.
BLOCKS: Build a zoo for the animals. Make areas of different shapes for the different animals.

tops and bottoms

skill

Experience/describe relative positions, directions, distances

materials

Book: *Tops and Bottoms* by Janet Stevens, assortment of vegetables: corn, carrots, potatoes, broccoli, lettuce, celery, beans, peas, squash, cucumber, onions

teacher input

Gather children and read book. This is a delightful book about which parts of plants we eat. You can also come in a straw hat and be a farmer or make a crow puppet who talks to the children about the vegetable and where/how they grow. Ask questions about children's experiences with the vegetables. As they are sitting, give them some hand/arm signals to represent above, on, under the ground. As you describe where corn grows on stalk, they can position hands to show above the ground or potatoes under the ground.

procedure

At art or science center, provide large paper with a line across it to represent ground level. Cut several vegetables, corn to dip in paint and make prints. Encourage them to decide where the part they eat grows and represent that on their paper: above, on, or under ground. Allow and note all responses.

independent learning centers

MATH: With toy animals or picture cards, sort into sets according to where they live: above, on, or under ground/water.

LANGUAGE: Use markers to draw lines or pictures above (in air), on (on ground), under (water/ground).

SCIENCE: Investigate materials from above, on, and under water/ground: nuts, moss, lichen, rocks, bark, flowers, leaves, shells, sticks; and sort them. Tell about where you would find them. Glue them on paper.

extension ideas

LANGUAGE: Book: *Eeeny, Meeny, Miney Mole* by Jane Yolen. Draw underground tunnels and rooms for moles. Tell about pictures.

ART: Make a large painting together on brown paper of creatures who live underground.

BLOCKS: Create underground mazes or tunnels for animals.

SCIENCE: Make a picture collage of animals who live above (in trees), on, or under ground.

MATH: Follow directions and bake an upside down cake.

play ball

skill

Act on objects, describe what happens

materials

Balls! beach ball, soft ball, Nerf ball, ping pong ball, tennis balls, pom poms, small soccer ball, hard rubber balls, balloons

teacher input

In large group, introduce and invite discussion about all types of balls. What kind? Where would you find it? How do you play with it? Let children know that they will have opportunities to play with these balls at different centers.

Before beginning activity have the following areas set up:

-Big circle taped on floor in which to toss or bounce beach ball.
-Slide or other incline plane on which to roll soft ball, rubber ball.
-Small soccer balls to kick gently down a lane taped to the floor.
-Water table to see if balls will float: ping pong, tennis, rubber, Nerf.
-Balloons hanging from the ceiling and Nerf paddles with which to hit them.
-Pom poms or Nerf balls to toss.

procedure

Divide children and rotate them through the different areas. Give them an opportunity to explore and manipulate balls. If necessary for management, reduce the number of areas and repeat activity on other days. 👀Observe and note children's conversation.

independent learning centers

LANGUAGE: Draw ball pictures on round paper.
ART: Print balls with round sponges or cookie cutters.
MATH: Order balls from small to large.

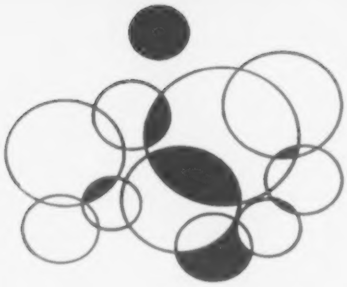
extension ideas

BLOCKS: Use blocks to explore balancing (like a seesaw), building a tower or a balance beam.

MATH: Sort or count pom poms by providing cans with a plastic lid with hole. Cans are labeled small, medium, or large, or labeled by color. Children push pom poms into the appropriate can.

LANGUAGE: Trace circles of various sizes. Decorate with glitter, paint, tissue paper.

ART: Golf or tennis ball painting. Insert piece of paper in shoe box. Add spoonful of finger paints, two colors. Move box to roll balls and make design.



so many circles

skill

Describe how a desired effect was produced

materials

Book: *The Wheeling and Whirling Around Book* by Judy Hindley, beads, marbles, balls, buttons, coins

teacher input

Gather children and whirl/spin around. Make a circle and walk around together. Talk about all the round things you know. Share the book. Perhaps just look at pictures. Show some of the materials you've collected and get the ideas about how you can use them - "what would happen if. . . ?" "does this do. . . ?" Say that everyone will have a chance to use the materials and twirl to centers.

procedure

At math center, provide smaller items (beads, coins, marbles, spools) to explore: roll, spin, turn, flip. Encourage conversation about what would happen when you drop beads, flip coins, or roll marbles.

independent learning centers

WATER TABLE: Use round items like egg beater, spools, and sponge balls for play.

LANGUAGE: Draw circles and spirals. Trace round objects. Try it with your eyes closed.

DRAMATIC PLAY: Have a round store and sell round things only: hats, cakes, pizza, balls, dishes, beads.

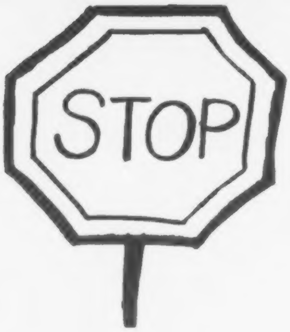
extension ideas

SCIENCE: Explore round things or things that turn, spiral, or spin: gears, tops, cones, screws, springs, slinky coils, wheels. Investigate and talk about how they work. Look for spider webs. Watch water run out of sink or toilet. Use a screw driver. Roll up your hair.

MOVEMENT/MUSIC: Learn a circle dance. Spin, twirl, roll to music.

LANGUAGE: Make a round book with paper cut in a circle of all round things you know.

time



freeze!

skill

Demonstrate knowledge of start/stop action on signal

materials

Dance record, preferably with the "Freeze" song on it, bell, whistle, horn

teacher input

Gather children and introduce signal that will start dance and then stop it. The "Freeze" song does this for you.

procedure

Give signal (bell) to begin dance and signal (whistle) to stop it. Observe children's behavior. Encourage clapping or other movement for those hesitant to dance. Try it with partners.

independent learning centers

SCIENCE: Use timer (watch) to see how long you can hold breath. Try three seconds, then five, or eight. Compete against yourself. Use words, "start" and "stop."

LANGUAGE: Use game timer (hour glass) and see how many letters, symbols, or numbers you can write.

BLOCKS: Use start signal to "race" cars down a plank. Have a finish line.

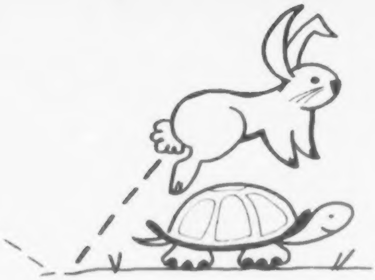
extension ideas

DRAMATIC PLAY: "Freeze" into a statue and have someone guess who you are or what you're doing.

ART: Use clay to form a "frozen" object.

MOVEMENT: Learn a relay race: pass a ball, carry a hard-boiled egg in a spoon, pass a water balloon. Avoid competition with winners and losers, just play until all have a turn.

SCIENCE/COOKING: Use a kitchen timer to boil eggs or cook corn-on-the-cob or another treat to enjoy. Time how long it takes to freeze popsicle treats.



tortoise & hare

skill

Experience/describe different rates of speed

materials

Book: *The Tortoise and the Hare*, an Aesop's Fable; two-sided tortoise and hare stick puppet, fast and slow music

teacher input

Read or retell the classic story of *The Tortoise and the Hare* emphasizing the different rates of speed associated with each character.

procedure

While the children are seated, play different rates of music - fast-paced such as "William Tell Overture" and slow-paced such as a lullaby. Have children take turns showing the Tortoise or Hare side of the stick puppet when the music is fast or slow.

independent learning centers

BLOCKS: Build several ramps and observe the speed of different wheeled vehicles of various sizes. Which goes the fastest? Slowest?

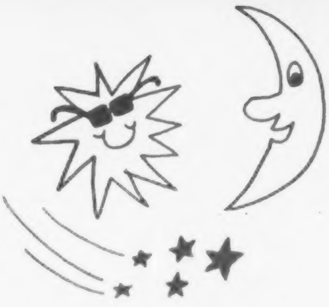
SCIENCE: Bring in several small creatures in plastic containers to observe (e.g., bugs, turtles, snails, worms, lizards, crabs, mice, lizard) Compare their speed of travel.

LANGUAGE: Draw or cut magazine pictures to make a book of things that move fast or slow.

extension ideas

SCIENCE: Make a simple parachute with a handkerchief and rubber bands. Attach it to a small, plastic figure. Drop the figure with and without the parachute and discuss the difference in speed as it falls.

MOVEMENT: During outdoor play, imitate animals and the various speeds in which they move. Have a fast hopping rabbit race and a slow crawling turtle race.



sun, moon & stars

skill

Identify characteristics of day and night

materials

Books: *Stanley in the Dark* by M. Christina Butler or *In the Night Kitchen* by Maurice Sendak, black and yellow paper, chalk, sun and star stickers, bright markers

teacher input

Gather children and read book or poem to stimulate discussion about day and night. Ask questions about natural signs that tell you it's day or night, activities in each time period, how you know when night or day is coming. You may want to introduce words like morning, afternoon, evening, dusk, dawn according to interest and level of children.

procedure

At art center provide black paper, chalk, and stickers to those who want to make a night picture and yellow paper, bright markers, and stickers to those opting for day pictures. They may want to make both.

independent learning centers

MATH: Provide picture cards of day and night activities and sort into sets.
DRAMATIC PLAY: Provide blankets, bath materials, stuffed animals, and books for acting out bedtime.
LANGUAGE: Read a poem about day or night, such as "The Moon's the Northwest's Cookie" by Vachal Lindsay and illustrate.

extension ideas

SCIENCE: Research and learn about nocturnal animals - racoons, cats, opossums, bats, and owls.
LANGUAGE: Read and talk about people who work at night. Make a class book.
MOVEMENT/MUSIC: Play soft "wake-up" music and pretend to be little animals uncurling, stretching, rising, and looking for food.

tick, tock!

skills

Recognize that clocks, etc. are used to mark passage of time

materials

Hour glass, egg timer, watch with large face, alarm clock, stop watch, calendar, metronome

teacher input

Show children each of the timepieces and discuss how each would be used to mark the time e.g., hour glass for board game or egg timer for cooking. Ask children for ideas about their use.

procedure

Set egg timer for one minute and say "Let's jump for one minute. When the bell goes off we'll know one minute is up." Be creative and vary this activity.

independent learning centers

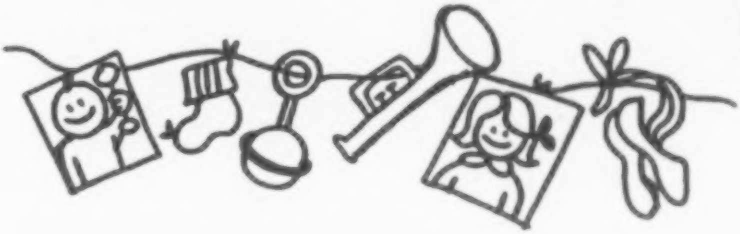
DRAMATIC PLAY: Furnish the housekeeping center with various timekeeping instruments. Observe how the children incorporate the props into their role play (e.g., wake up to alarm clock).

LANGUAGE: Let children browse through books and illustrated poems about time (e.g., *Hickory, Dickory, Dock. . .*).

extension ideas

MATH: Use a stop watch to time familiar classroom activities. Challenge children to beat their record for clean up time.

CIRCLE TIME: Make your own classroom calendar e.g., colored strips of paper with days numbered on a clothesline. Mark important events and count the days until the event.



life rope

skill

Describe present/past events

materials

Yarn, baby picture, current photo, diaper, baby bottle or pacifier, adult sock, goggles

teacher input

Gather group on rug. Show the "life rope" you have assembled by hanging your baby pictures, small baby items and so forth from one end of the yarn. Talk about how you looked in the past and the things you could and couldn't do as a baby (past). Then show the other end of the life rope with current photo and items that represent the present (e.g., large sock, swim goggles or other hobby items.) Talk about how you look now and the things you like to do.

procedure

Help children assemble their own "life ropes" with baby pictures and current photos from home (let parents know that these will be returned!). Ask children about past and present. Reinforce terms "then" and "now", "past" and "present." Display these life ropes on a bulletin board.

independent learning centers

HOUSEKEEPING: Provide old-fashioned props for dramatic play - fireplace popcorn popper, manual egg beater, old-fashioned doll

SOCIAL STUDIES: Browse through picture books with historic scenes and characters (pioneer life).

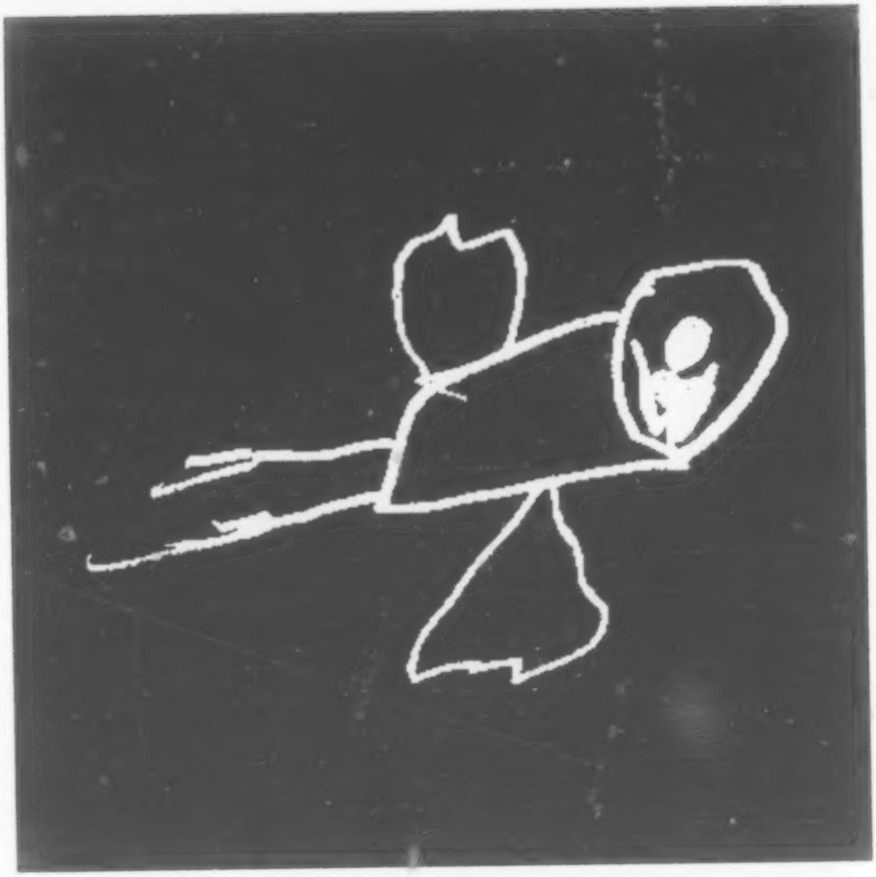
LANGUAGE: Make a language experience chart about some shared past event such as a field trip or a classroom visitor.

SCIENCE: Keep a growth chart on plants. Tie a small ribbon on the tip of a plant and observe weekly growth. Talk about then and now.

extension ideas

SCIENCE: Read books about dinosaurs that lived in the past.

MATH: Play a lotto game which connects two cards that show past and present events (e.g., uncooked popcorn - popped corn; rain - rainbow; covered wagon - automobile).



science

science

problem solving: "twinkle, twinkle, little star"

Curiosity about their world is "second nature" for children - indeed, it is their nature. From the beginning, the baby is using the five senses to investigate her surroundings. Of course, this is what science is all about: investigating to discover knowledge, and finding answers about the world. For young children, the act of exploring is more important than the facts they find. Teachers understand that the skills of observing, predicting, asking questions, and testing are vitally important and easily transferred to other areas of learning. The prekindergarten teacher's role, therefore, is to encourage children's innate curiosity and to provide an abundance of materials for exploring and observing. Simple activities such as a morning walk can provide an abundance of natural materials to wonder about and investigate. Observations about the weather can help children become more aware of their immediate environment. Watching plants grow and caring for small animals raise questions and present problems to be solved. This creative process, this desire to search for answers, if properly encouraged and nurtured, is life-long. From their first encounter with a butterfly or observation of the stars, children are filled with a sense of wonder. The many "why" questions of budding scientists reflect that natural wonder.

*Note: Investigation of the environment is closely connected to ecology and an awareness of the interrelatedness of all the earth. Young children can be encouraged to consider and care for their world as part of their exploration of it.

SCIENCE SKILLS

- Observe seasonal changes
- Use senses to make observations
- Investigate characteristics
- Describe characteristics
- Observe outcomes or changes
- Make comparisons based on observations
- Predict outcomes or changes
- Observe and explore the natural environment
- Use tools to measure: scales, measuring cups and spoons
- Practice healthy habits

get packing

skill

Observe seasonal changes

materials

Two large suitcases, clothing and props appropriate to two different seasons (winter and summer)

teacher input

Tell the children that you are planning to move and you want to put all your summers clothes together and all your winter clothes together. You need their help to pack the suitcases.

procedure

As children are seated in a circle, give each of them an item, one at a time, to pack in the correct suitcase. Give the first child a pair of flip-flops and coach him to put these in the suitcase labeled SUMMER. Give the second child a pair of hiking boots which should be placed in the case marked WINTER. Repeat this process until each child has packed one item. In addition to clothing, you may wish to include props for recreation (beach ball, ski gloves). Encourage children to give reasons for placing objects in one category or the other.

independent learning centers

DRAMATIC PLAY: Have suitcases and accessories available to pack for an imaginary trip. Observe whether children pack appropriately for a particular location.

ART: Let children decorate paper dolls for the appropriate season by coloring or gluing bathing suits, mittens.

extension ideas

COOKING: Sample different foods and discuss how they might remind us of certain seasons, for example, hot chocolate, pumpkin seeds, watermelon.

SCIENCE: Mix nuts and a small bit of oil in blender. Have children observe and describe the changes in the ingredients. Tell children that lots of peanuts are grown in Georgia because of our warm weather and special soil. Spread the peanut butter on crackers and enjoy!

seed cycles

skill

Observe seasonal changes

materials

Books: *The Apple Tree* by Lynley Dodd and *The Tiny Seed* by Eric Carle, bean seeds (limas are good), soil, paper cups, popsicle sticks

teacher input

Gather children. This is good to do in the Fall so that you can begin the process of noticing seasonal changes. This will be a topic that recurs throughout the year. Read one of the books. (If you use *The Apple Tree* bring in real apples. If you use *The Tiny Seed*, try to have a sunflower or a picture of one.) Talk with the children about what happens in the book during the different seasons. Ask how they know it's a certain season? What are the clues? What happens to the seeds through the seasons? Tell them they will have a chance to plant a seed, care for it, and see what happens. Transition to centers by floating like a tiny seed.

procedure

At the science center, provide materials and go over steps in planting seeds: first soil, then seed (not too deep), cover gently, set in a sunny window. Put child's name on popsicle stick and put in cup.

independent learning centers

ART: Make apple prints using apples cut in half, lengthwise, and crosswise.
MATH: Sort a variety of seeds that have the same characteristics: beans, watermelon, sunflower, peas, peaches or apricots. Or sort picture cards of seasons. Tell how you know which season it is.
LANGUAGE: Make a book of four seasons: begin with a child dressed in winter. Have child dictate what season matches with the picture so teacher can write it. Listen to tapes of weather sounds. Have children describe what they hear.

extension ideas

DRAMATIC PLAY: Provide wardrobe for different seasons: coat, mittens, sweater, scarves, shorts, bathing suit.
LANGUAGE: Bring in a variety of fruit: apple, pear, fig, kiwi, grapes, melon, banana, orange, lemon, lime, peach, apricot, plum. Explore, discuss, slice, eat. Keep the seeds.
SCIENCE: Read *Fruit*, a Scholastic Discovery Book. Investigate seeds of fruits. Match with real fruit or picture of fruit.

all "fall" down

skill

Observe seasonal changes

materials

Book: *Say It* by Charlotte Zolotow, clear contact paper, leaves, branches, string, tape, clothing for cool weather, fall fruits and vegetables

teacher input

Enjoy *Say It* or any good fall book. Talk about fall in Atlanta. How do we know it's fall? How does the air feel? What colors do we see on the trees? Can we "hear" fall? Can we "smell" fall? How about the smell of fires, wood burning? How do animals know it's fall? Can we "taste" fall? What are some of the fall fruits and vegetables? What clothes do we wear? Let's talk about fall while we make a fall mobile and draw fall pictures.

procedure

At art center, provide a small branch, various lengths of string, tape, leaves. If time allows, take a walk with children and gather the twigs to be used. Press the leaves between pieces of clear contact paper. Provide scissors for children to cut around leaves. Punch hole for string or tape string to leaves and tie several strings on the branch for mobile. Berries or acorns can be added. Decorate classroom for fall.

independent learning centers

SCIENCE: Provide harvest fruits and vegetable and plastic knives for explorations. Use taste and smell.

MATH: Sequence leaves from smallest to largest. Sort leaves by similar shapes.

DRAMATIC PLAY: Add sweaters, caps, scarves to dress up area.

MOVEMENT: Play "ring around the rosy" and "all fall down". Talk about other meaning of the word fall.

extension ideas

ART: Provide "fall" colors to make picture of fall around home or school.

LANGUAGE: Provide leaves taped to paper for tracing. Read books about harvest time. Learn words like gather, store, preserve, migrate.

sniffers

skill

Use senses to make observations

materials

Book: *The Nose Book* by Dr. Seuss, cotton balls, vinegar, rubbing alcohol, soy sauce, vanilla, lemon juice, perfume, coffee, chocolate, film canisters

teacher input

Prepare sniffers by dousing cotton balls with one smell and putting in a film canister with holes in lid. Gather children and begin by asking about noses, what we use them for, how helpful noses are to smell smoke or gas. Share the book and say they will have a chance to use their noses to discuss some different smells.

procedure

At science center provide the "sniffers" and have children smell and describe what they think each one is. Encourage the use of descriptive language like strong, sweet, harsh, "tasty", and eye watering. Discuss if and where they have smelled this before. Would it be good to taste? Why? Or Why not? 👀Note conversation.

independent learning centers

MATH: Provide shells or stones to investigate and order, sort, or count.

DRAMATIC PLAY: Provide plastic or paper flowers, ribbon, cards, and open a flower shop.

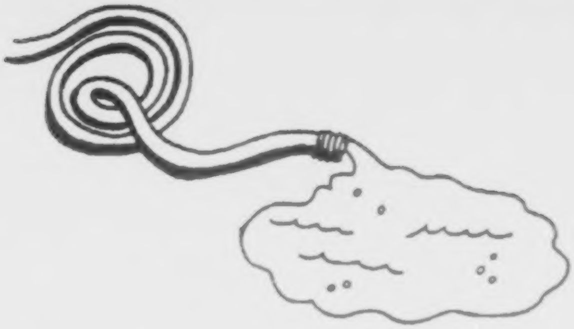
ART: Provide materials to make flowers (tissue paper, pipe cleaners) Add perfume for smell.

extension ideas

SCIENCE: Explore importance of noses. Provide peeled and cut sections of apple, potato, and turnip. Hold nose and see if you can taste the difference without smelling. Then smell.

ART: Provide paper towels, wax paper, construction paper, eye droppers, and the following liquids: water, baby oil, liquid hand cream, liquid starch, liquid soap. Allow children to drop liquid on different paper. Mix, blend, add coloring, and observe what happens.

MOVEMENT/MUSIC: Fill film canisters with various items: rice, beans, seeds, sand, beads, marbles, and tiny rocks. Investigate sounds and shake to music.



is it wet?

skill

Use senses to make observations

materials

Book: *Splash* by Ann Jonas, hose, sprinkler, spray bottles, half gutter (length), large turkey baster, pitchers, cups

teacher input

Gather children and share this delightful book. Talk about how water sounds. Introduce words like drip, splash, lap, pitter-patter, crash. Talk about the movement of water - rain, streams, oceans - and how it looks. Ask how water feels: a shower, a bath, a spray mist, waves. Can you taste or smell water? Why or why not? Accept all responses and "flow" to centers to explore water.

procedure

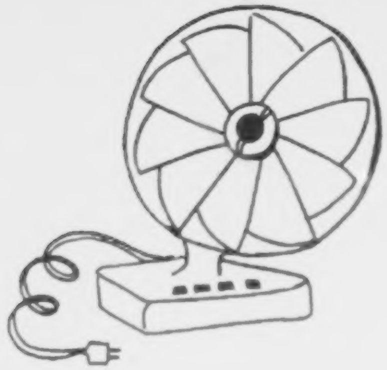
Provide opportunities to discover some things about water. Out at water table, spray a soft mist of water or use the hose and sprinkler outside. Set up a piece of gutter and cut in half lengthwise and pour water down it. Watch the flow. Hold a pan of water and gently tip it. Watch for waves

independent learning centers

LANGUAGE: Provide paper and encourage children to draw water pictures. Cover with blue Saran wrap and take dictation about pictures.
ART: Paint with water colors.
WATER TABLE: Provide cups and other containers for pouring.

extension ideas

MOVEMENT: Play Handel's "Water Music" and dance.
SCIENCE: Add things to water to make it smell - perfume, vanilla, lemon juice. Keep it clear and ask children to guess which is which.
LANGUAGE: Make wave pictures using W's: WWWWWWWWW. Add fish, boats, other sea life.



air power

skill

Investigate characteristics

materials

Book: *When the Wind Stops* by Charlotte Zolotow, Ziploc bags, strips of paper, fan, wind chime, balloons

teacher input

Gather children and hold up plastic bag. Ask, "What is in the bag?" Accept all responses. Wave or blow in bag and seal. Ask again. Does it look and feel different from "flat" bag? Why? Explain concept of air. Can we see air? Feel it? Taste it? Hear it? Read book and talk about air as wind. Can we make wind in here? How? Do the same demonstration with a balloon.

procedure

At science center, turn on fan. Allow children to observe the effects on paper strips, their hair, wind chimes, flags. Discuss.

independent learning centers

ART: Provide straws, paint and paper for making "blow art".
MOVEMENT: Provide streamers and light, woodwind music to dance by.
MATH: Use timer to see how long a child can hold his breath. Accept any attempt. Record.

extension ideas

MOVEMENT: If you have a parachute, use with children and provide musical, woodwind background.
SCIENCE: Provide scraps of paper (foil, tissue, cardboard, plastic) and a straw. Encourage children to pick up paper by sucking on the straw. Can they carry it to a box and drop it?
OUTSIDE PLAY: Provide bubbles and wands for play. What happens if there is no air movement? Too much air movement? Fly a kite.

find a fossil

skill

Investigate characteristics

Amy Corrigan, Kangaroo Pouch Kids

materials

Books: *Dinosaurs! Strange and Wonderful* by Laurence Pringle, or *How Big Were the Dinosaurs* by Benard Most, plaster of Paris, various bones from a butcher that are cleaned and dry, *Dinosaur Rock* record, shells, fern fronds, or leaves

teacher input

Play record and gather children. Talk about the long ago time of dinosaurs and share a book. Discuss with the children about fossils and how these help us learn about things we can't observe any more. Children are very interested in dinosaur days and most already know some facts they will want to share. The teacher can explore this topic to the depth she wishes. Today, the focus is fossils. We are pretending to be back in long ago days and we're going to make some fossils. After they are dry, we'll pretend to be paleontologists (science detectives) and discover the fossils and match them up.

procedure

With a small group at the science center, mix the plaster of Paris according to directions. Let children mix and stir. Provide each child with some plaster and a variety of bones, shells and leaves to press into it. The bones and shells will be best for matching after the plaster dries. Scratch child's initials into plaster and let dry. After fossils are dry, place on science table along with bones and shells. Encourage children to match the missing piece to the fossil. Review information you've discovered.

independent learning centers

LANGUAGE: Provide books about dinosaurs. Draw little, middle-sized, and big dinosaur feet. Make finger prints with ink pad and pretend it's a fossil.

PLAYDOUGH: Use home made playdough for making more fossil prints.

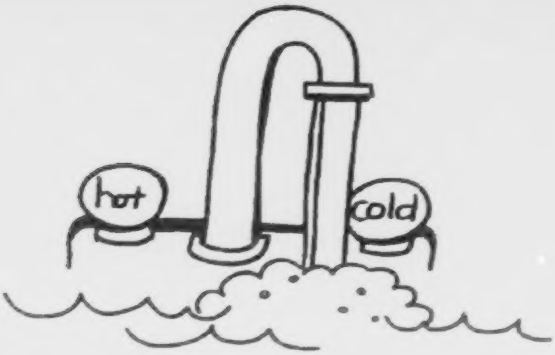
DRAMATIC PLAY: In sand pile, provide a safari hat, raincoat, boots, magnifying glasses, shovels, and bones to search for.

extension ideas

SCIENCE: Be paleontologists. Follow a trail of tracks to find a dinosaur.

SAND TABLE: Discover bones and shells (hidden by teacher) from long ago time. Hide them for your friends.

LANGUAGE: Read *Dinosaur Encore* by Patricia Mullins. Make up a dinosaur story as a class. Print it and illustrate.



it "runs"

skill

Describe characteristics

materials

Book: *Rain* by Peter Spier, baby oil, liquid detergent, hand cream, milk, liquid starch, water, waxed paper, paper towel, eye droppers, plastic spoons

teacher input

Gather children around a tub or water. Ask questions about what water looks and feels like. Does it "run"? Can we pour and spill it? Water is a liquid, not hard (solid). Ask, "Where do you think water comes from? When it rains, what happens when water hits the ground? What is a puddle?" Let children know that there are many liquids. Can they name some? They will have a chance to experiment with some liquids.

procedure

At science centers provide droppers, waxed paper and a variety of liquids in small bowls. Encourage children to drop or spoon liquids onto paper and describe what is happening. Does it run? Does it soak in? Does it form a puddle?

independent learning centers

ART: Provide paint, slick fingerpaint paper, straws. Encourage children to make paint puddles and blow them into shapes.
MOVEMENT: Provide paper to cut out puddles and tape to floor. Play music and have a "puddle jump".
WATER TABLE: Provide cups, droppers, basters, manual egg beaters, to explore. Encourage discussion.

extension ideas

SCIENCE/COOKING: Make a puddle cake:
Sift together: 1 ½ c flour, 3 tbsp cocoa, ½ tsp salt
1 c brown sugar, 1 tsp baking soda
Mix together 6 tbsp oil, 1 tsp vanilla, 1 tbsp vinegar and pour into puddle. Pour in 1 cup or water, stir together. Bake in greased and floured baking pan at 350° for 15-20 minutes. Enjoy!

volcano

skill

Describe characteristics

Dondra Upton, Paulding County PreK

materials

Book: *Hill of Fire* by Thomas P. Lewis, 16 ounce plastic bottle, baking pan, paper filters or funnel, clay, baking soda, vinegar, red food coloring

teacher input

Gather the children and read the book. It is exciting, but based in the imagination since most of us have never seen a volcano. Show lots of pictures and introduce words like erupt, lava, fiery, "red hot," and explode when you talk about volcanos. Let children know they will make a volcano and cause it to have a pretend eruption.

procedure

With a small group of children, create a volcano: Place bottle in a baking pan and mold clay around it to look like a volcano. Put a funnel or paper filter in the top of the bottle and pour 1 tablespoon of baking soda into the bottle. Red foam will come out and run down the bottle, simulating a volcano eruption. (The baking soda reacts with vinegar producing carbon dioxide gas. The gas builds pressure that forces the liquid out of the bottle. ☎☎Describe observations as the ingredients mix together.

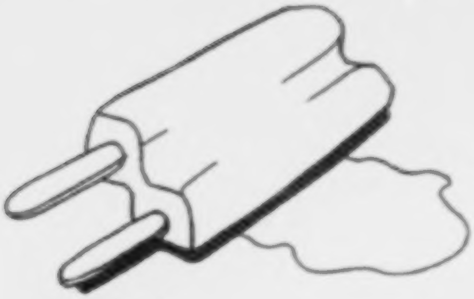
independent learning centers

SAND/WATER TABLE: Create "lava" with potting soil and water to feel and mold.
LANGUAGE: Send a postcard from an island (Hawaii) where you are vacationing. Draw a volcano to show where you are visiting.
ART: Use lots of red and orange to paint an explosion.

extension ideas

LANGUAGE: Read books about the island of Hawaii and talk about what islands are. Elaborate a Hawaii theme.
SCIENCE: Use plaster of Paris in a plastic tray to create an island. Add "trees," pebbles, or tiny houses to your island. Display on a large ocean of blue paper.
MATH: Cut out the five Hawaiian islands. Count and place one "volcano" (small cone or triangle) on each island.

heat up, cool down



skill

Observe outcomes or changes

materials

Taffy ingredients: 1 ½ c sugar, ½ c light corn syrup, ¼ c water, 2 tbsp butter, ½ tsp, flavoring (mint, lemon, vanilla), saucepan, candy thermometer, wooden spoon, cookie sheet, hot plate, liquid butter/margarine in squeeze container

teacher input

Gather children and talk about effects of heat and cold - on candy bar, water, chewing gum. If possible, provide examples. Explain that all will have a chance to test how heat and cold make candy (taffy) behave.

procedure

In cooking/science center, quickly combine taffy ingredients and heat until thermometer reaches 260°F. This time you do the stirring and have the children rotate through the center quickly to observe. Pour mixture on buttered cookie sheet. Allow children to gather around table to observe as you coat their hands and yours in butter (use squeeze butter!) Test taffy and while still warm, give children a piece to handle. Encourage them to pull, knead and stretch taffy. What happens as it cools? Talk about it. Does the taffy change? How is it affected by heat/cold? After it has cooled, cut it and eat!

independent learning centers

SCIENCE: Look in magazines for pictures that show cold or heat and cut out and paste.

LANGUAGE: Talk about how your body feels when it is very hot or cold. Draw a picture.

MATH: Sort items for use in cold or hot weather: clothes, picnic items, sports equipment.

extension ideas

ART: Make ice cubes with food coloring and popsicle stick handles for ice painting. What makes the ice melt?

SCIENCE: Provide ingredients for sand sculpture: 2 c sand, 1 c water, 1 c corn starch. Heat, stir until thick, cool, add color and mold.

LANGUAGE: Read *Little Polar Bear* by Hans de Beer. Draw the "land of ice and snow."

bats and birds

skill

Make comparisons based on observations

materials

Book: *Stella Luna* by Janell Cannon, pictures of bats and birds, bat and bird puppets

teacher input

This is a good activity for Halloween when cut-outs of bats are accessible. Use bat or bird puppet to gain attention as you gather children. Read book. Engage children in a discussion about the characteristics of bats and birds, their similarities and differences. Try to get children's responses based on what they saw and heard while sharing the book and puppets. Transition to centers by flying.

procedure

At science center, examine the pictures of bats and birds. Observe again their similarities and differences. Make a list and see if there are more similarities or differences.

independent learning centers

MATH: Use other toy animals and group according to similar features: four feet, fur, feathers, paws or claws.

LANGUAGE: Children draw a picture about the story and dictate a sentence about the part they illustrated.

DRAMATIC PLAY: Make a bat cave by draping material/blanket over something. Make a nest from a large box. Pretend to be bats or birds.

extension ideas

SCIENCE: Research and learn more about caves. Find out about spelunkers and animals who live in caves. Taste fruits that fruit bats like to eat.

ART: Paint a picture on black paper with glow paint. Use glow-in-the-dark stickers on it.

MOVEMENT/MUSIC: Hang upside down on the jungle gym. Would you make a good bat?

BLOCKS: Build a big cave and curl up inside.

mirror, mirror

skill

Make comparisons based on observations

materials

Large mirror or flannel board with same/different symbols

😎 😎 same ☹ 😎 ☹ different

teacher input

Gather the children and talk about the words "same" and "different". Encourage discussion: "Tell me some things that are the same. . ."

procedure

Set mirror up in center along with symbol chart. Encourage a pair of children to work together. Have children observe symbols that match on the chart. [😎😎] Note differences [😎☹]. Stand children side by side in the mirror and describe similarities and differences. These might include clothes, physical or features.

independent learning centers

ART: Paint with pastel colors and bright primary colors or varied shades of the same color. Compare light and dark shades.

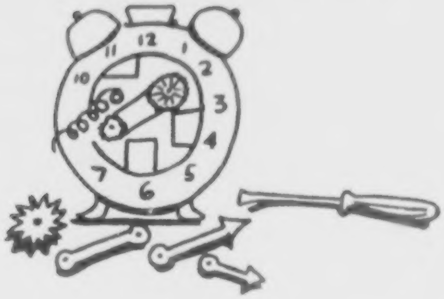
LANGUAGE: Look at illustrations in a favorite book and describe the changes in scenery.

MATH: Sort attribute blocks according to size, shape, and color.

extension ideas

SCIENCE: Observe quick growing bean plants over several days. Which has the most leaves? Which has the tallest stem? Have any wilted due to dryness?

LANGUAGE: Collect an assortment of objects (shells, buttons, rocks) Encourage children to use adjectives to describe the objects, e.g. smoothest, shiniest, roughest. "Give me a word that tells how this feels."



take apart

skill

Make comparisons based on observations

materials

Book: *Inspector Mc O Presents: All About how Things are Made,* a World book, old items to take apart - flashlight, record player, telephone, small kitchen appliances, (yard sales are a good source), tools for dissembling (screw drivers, pliers)

teacher input

Enjoy book and talk about how children think some things work. Let them know they will have several opportunities to explore this. This activity can last for several days.

procedure

Provide materials at science area for dissembling items. Allow children to explore and take apart things. Give help when needed. Encourage conversation and provide paper and markers to draw what they discover.

independent learning centers

LANGUAGE: Provide materials to draw about their discoveries. Make a "How We Think Things Work" book.

ART: Provide stiff paper, "junk" (screws, bolts, nuts, washers), and wood glue and make a "junk sculpture".

extension ideas

SCIENCE: Take a walk around school or neighborhood. Look at things and talk about how they work: kitchen items, elevators, car engines, vacuums, leaf blowers. Record or draw observations when you return.

LANGUAGE: Learn poem, "Hinges" in resources section. Act out and enjoy.

cold changes things

skill

Predict outcomes or changes

materials

Instant pudding mix, dry milk, pitcher water, tablespoons, measuring cup, tray of ice cubes, disposable cups, plastic spoons, timer, recipe chart

teacher input

Gather small group around table or rug. Show children a pitcher of water and a tray of ice cubes. Ask them what is needed for the water to change to ice. Cold or refrigeration.

procedure

Wash hands before group time. Show recipe chart and ingredients for making pudding. Discuss the texture of each ingredient before mixing. ☎☎Ask the children, "What do you think it will look like when we mix these together?" Assist children in making their individual puddings. Have children predict what will happen if pudding is left in the refrigerator. Eat later!

independent learning centers

ART: Place a glob of paint in the center of a piece of art paper. Holding the paper on both edges, swirl 2 -3 ice cubes around in the paint. As ice cubes melt, predict and observe changes in design.

LANGUAGE: Tell simple stories without an ending. Children must predict the outcome. For example, Frosty the Snowman took his vacation on the beach. What happened to Frosty?

BLOCKS: Have children guess how many blocks they can stack before the structure falls down.

extension ideas

SCIENCE: Experiment with adding solutions such as oil, liquid soap and food coloring to bowls of water. Encourage children to predict the outcomes or changes.

LANGUAGE: Collect an assortment of objects such as shells, buttons, and rocks Encourage children to use adjectives to describe the objects.

BLOCKS: Set up an incline and predict which objects will travel fastest: a block? a toy car? a ball? Test.

don't rock the boat

skill

Predict outcomes or changes

materials

Tape, several items that will sink or float (Ivory soap, styrofoam, paper, plastic bottle, lid, coin, ping pong ball, marbles, buttons, pencil, nuts), water table or tub

teacher input

Use tape to outline a large boat shape on the floor. Gather children around the "boat" singing "Row, Row, Row Your Boat." Sing again using this version:

Row, row, row again
With people in the boat
Add another person in
Will it sink or float?

Add children until it overflows and "sinks". Swim to shore. Ask what happened, "Why did we sink? What else might make a boat sink? Does everything float? Can you float?" Show children all the items and say we all will get a chance to guess if something will sink or float. Then we'll test it. Transition to small groups singing and rowing.

procedure

At the water table, provide a chart with pictures of the items. Predict and record results. This may be done one-by-one, or as a group of children. Also provide a larger boat of styrofoam or paper and several pennies. Guess how many pennies it will take to sink the boat. Test and record outcome.

Item	Prediction		Result	
	Sink	Float	Sink	Float
	✓✓	✓✓	✓	
	✓	✓✓✓		✓

independent learning centers

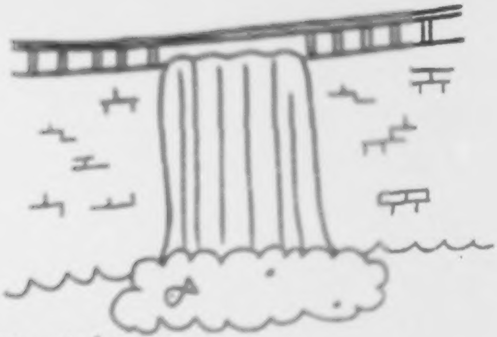
SCIENCE: Provide a large jar, garden soil, and rocks. Allow children to place soil and rocks in jar until it is about ½ full. Add water, shake and guess what will happen if it sits for a while. Observe.

ART: Use various items to make a collage: "sink or float". Make a print picture with corks, styrofoam, bottle tops, erasers.

extension ideas

SCIENCE: Provide small, blown-up balloons, string, and heavy items: spoon, screwdriver, nail, scissors. At water table drop items in and watch them sink. Predict what will happen if you tie them to a balloon. Try it. Talk about the power of air. Try it with an unblown balloon.

LANGUAGE: Draw a story about rowing the boat or taking a boat trip. Tell someone where you'd like to go.



waterworks

skill

Predict outcomes or changes

materials

Book: *Water Dance* by Thomas Locker, cups, plastic bottles, funnels, sieve/colander, wire screen, strainer, timer, fly swatter, lots of water

teacher input

Gather children and share *Water Dance*, a lovely fantasy picture book. Talk about how water "falls", drips, flows, runs. Ask, "What happens when you pour water into a container full of holes?"

procedure

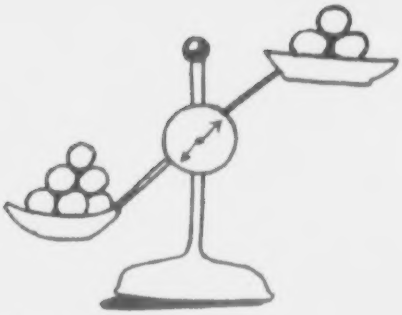
At water table, provide funnels, cups and an assortment of plastic bottles into which holes have been made (some bottle with holes in the bottom, some with hole in the sides and some with both). Allow time for pouring and observing. Introduce a timer to find out which bottles empty the fastest. Predict then test.

independent learning centers

MATH: Use a timer to see how long children can stand on one foot, make one continuous sound, stay perfectly still. Predict first, then set timer to set.
LANGUAGE: Provide materials to draw a "water dance". Play music for inspiration.
ART: Provide chalk and cups of water for drawing.

extension ideas

DRAMATIC PLAY: Bring equipment (bath tub items, swimming pool items) for use in water. Talk about how it is used.
SCIENCE: Set up an aquarium.
ART: Provide materials to make individual aquariums: paper plates, shell pasta, green yarn, assorted beans and beads, blue saran wrap to cover.



balancing act

skill

Predict outcomes or changes

materials

Scales, pebbles or any small objects to use with scales, blocks, small boards (seesaw material), dowel/stick, string, beads, or any materials for mobile

teacher input

Gather children and introduce the word "balance." Many will know the concept. Ask if anyone can demonstrate balance - on one foot? On a block or balance beam? What happens if someone presses on your arm or shoulder (adds more weight to one side)? Do you tip over? Let children know they will explore balance in different centers. Transition to centers.

procedure

Provide a dowel, strings, beads to make a mobile. Have someone help children tie the strings (after they put on the beads) so that the mobile will balance when hung.

independent learning centers

ART: In block area, provide blocks and small boards to make a seesaw. Add dolls and try to balance the seesaw.

MATH: Provide a set of scales and some materials for testing the weight. Encourage children to find the point where the scales are balanced.

extension ideas

MOVEMENT: Set up balance beam close to floor and encourage children to try it. If this is difficult, begin with a line taped to the floor.

MATH: Provide a timer and record time each child can balance on one foot.

SCIENCE: Talk about a balanced meal, one that is not too "heavy" with one food.

butter beat

skill

Predict outcomes or changes

Cheryl Mason, God's Little Angels

materials

Book: *My First Book of Questions and Answers* by Philip Steel, whipping cream, salt, small plastic containers with tops (one for each child in the group), marbles, food that can be eaten with butter

teacher input

Gather children. Show them some whipped butter and ask them what they know about where it comes from, how it's made. Present whipping cream and ask more questions - What is it? Where did I get it? 👀 Ask for predictions: What will happen if?" Check results.

procedure

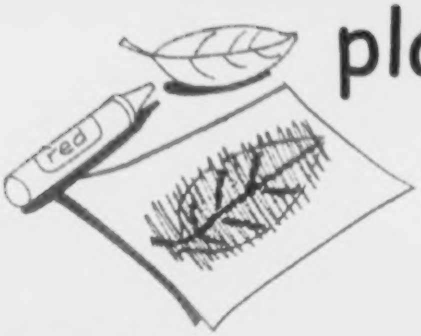
Provide plastic containers with whipping cream and one marble for each child. Provide music to "shake" by and shake until cream thickens. If children tire, rest or change groups. When butter is "done", remove the marble, add a bit of salt and eat with your favorite food.

independent learning centers

MATH: Provide sequence cards of the butter process: cow, milking, skimming off cream, beating or shaking, making butter. Arrange in order.
LANGUAGE: Share the book about how to make butter. Draw the process and make a butter book or recipe.
SCIENCE: Provide a rubber glove to simulate cow's udder. Put a pin hole in each finger, fill with milk and test your milking skills.

extension ideas

DRAMATIC PLAY: Provide animals, garden tools, farm implements for farm life.
MUSIC/MOVEMENT: "Shake Your Sillies Out" by Raffi.
SCIENCE: Study other farm events like "hens and eggs".



plant passageways

skill

Observe and explore the natural environment

materials

Real leaves, plants, flowers, thin sheets of paper, dark crayons, paper clips

teacher input

Using the real plants, discuss things that a plant needs to grow (light, water, food) and the source of these things (sun, rain, soil). Discuss how the plants get water and food from the soil.

procedure

Distribute 2 sheets of paper, one leaf, a crayon, and 4 paper clips to each child. Assist them in putting the leaf between the papers. Secure papers together with clips. Have them rub dark crayon over the paper and observe the veins that show as dark lines. Point out that the veins serve as passageways for the food from the soil, much like our veins carry blood.

independent learning centers

MATH: Sort items from nature into groups (pine cones, nuts, shells, rocks)
ART: Make prints with leaves and flowers.
SCIENCE: Place various containers of soil samples (with rock, clay, potting soil) in science center. Explore and examine each under a magnifying glass.

extension ideas

SCIENCE: Put celery stalks or carnation in water with food coloring to show how water travels up the plant's veins. When left overnight in colored water, the veins become dyed and very prominent; leaves and petals are colored.
ART: Paint rocks. Make a nature collage with bark, leaves, and moss.

sunshine and shadow

skill

Observe and explore the natural environment

materials

Book: *Bear Shadow* by Frank Asch, large white paper, black crayons, chalk, spotlight, sheet

teacher input

Pick a sunny day and go outside with children in the early morning. Observe shadows of children, teachers, buildings, trees, even grass or flowers. If possible, stand still and mark how long the children's shadows are. Go in and read book together. Enjoy the humor and elicit responses from children.

procedure

At science center, set up spot light so that it casts a shadow as children stand at the edge of the large paper. Trace around shadows. Children may also use any object to cast a shadow (hands, book, scissors) and trace. Color if you wish. Go back outside later to check on shadows and note the changes. Ask questions about what children think might be happening.

independent learning centers

ART: Color a picture on yellow paper. Press hard on crayons. Wash over half of it with very watery black paint to create a shadow. Talk about what happens when the sun goes behind a cloud.

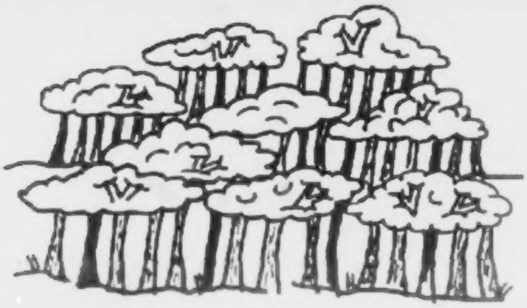
DRAMATIC PLAY: Put flashlight behind a cloth sheet and create shadows. Act out a story and talk about it.

extension ideas

ART: Make shadow puppets and put on a show.

LANGUAGE: Talk about scary shadows and draw a picture story about a shadow that might scare you. Problem solve how you could make scary shadows go away.

MOVEMENT: Go outside and make weird poses with your body. Observe the shadows.



canopy

skill

Observe and explore the natural environment

materials

Books: *The Great Kapok Tree* by Lynne Cherry or *A Walk in the Rainforest* by Kristin Joy Pratt, gallon jar with lid, spoon, gravel, soil or compost, small plants, water

teacher input

Gather children and talk about the rainforest. Share book and discuss the effects of destroying rainforests on animals and people. Let children know they will create a small rainforest for the class. If time and materials allow, make at least one per small group.

procedure

At science table, assemble the "rainforest". Put small layer of gravel on bottom of jar. Add several inches of soil or compost. Plant small plants (smallest first). Water lightly and put lid on jar. Place jar in a warm spot out of direct sunlight. Allow children to do as much as they are able. Since jar is sealed, water will evaporate and fall as "rain".

independent learning centers

DRAMATIC PLAY: Turn the center into a rainforest canopy. Hang "vines", add large leaves (green paper table cloths) and animals to live there.

ART: Paint and make stuffed paper animals for the rainforest.

extension ideas

FIELD TRIP: Take a trip to the zoo to visit animals of the rainforest.

SCIENCE: Bring snacks from the rainforest: bananas, mangos, papayas, guava, pineapples, brazil nuts, cashews, macadamia nuts, chocolate chips, coconut flakes (be careful of allergies). Read about products. Enjoy!

LANGUAGE: Read *The Lorax* by Dr. Seuss. Discuss. Provide materials to draw a picture of a place with lots of trees and little animals. Ask children to draw one with no trees. Talk about what happens to the animals.

smoothies

skill

Use tools to measure: scales, measuring cups and spoons

materials

Fruit (bananas, strawberries, peaches, pineapples), bowls, blender, utensils, cups, symbol chart with recipe (words and pictures)

teacher input

Gather children around a big bowl of fruit and say you've been thinking about opening a Smoothie shop. You need some help in taste testing, advertising, and deciding which type Smoothie is the most popular. Take time to ask questions about the kinds of fruit and which are the favorites. Introduce implements used to make the drinks and transition to centers.

Recipe: Frozen drink mix, ice, fruit to match mix (strawberry, peach, banana, pineapple)

procedure

At science/cooking center select fruit for one type of Smoothie. Allow children to cut, measure, pour, and blend Smoothies. Note skill level. You might have four kinds, a new one every time you rotate groups. At the end of production, provide tiny cups for taste testing and vote to see which is the favorite kind. Keep a tally for graphing. Use different sized cups and spoons. Ask, "How many spoonfuls in your cup?" Children love spooning liquids into other containers.

independent learning centers

MATH: Use four different colors of blocks or cubes to represent fruit flavors (red, yellow, orange, green). Have children arrange them according to favorite taste. You may need to provide a sample of each fruit taste. Draw a picture of the order predicted and check later after taste test.

LANGUAGE: Think of advertising words to sell favorite Smoothie and draw a picture or dictate to someone.

DRAMATIC PLAY: Provide material for shop: aprons, colored cups, spoons, toy blenders, pretty napkins, order pads and pencils, tables for customers to enjoy the Smoothies.

extension ideas

SCIENCE: Compare fruit drinks and vegetable drinks like tomato juice, V-8 juice, and cucumber. Introduce citrus flavors: orange, lemon, lime.

ART: Use fruits and vegetables to make prints. Try to coordinate (match) colors: red for apples, green for cucumbers.

DRAMATIC PLAY: Take orders and set up a stand to sell Smoothies. Use measuring tools to help build the fruit stand.

MATH: Sort fruits and vegetables. Chart favorite vegetables.

picture of health

skill

Practice healthy habits

materials

Book: *Germs Make Me Sick* by Melvin Berger, poster size picture frame, items associated with good nutrition and hygiene

teacher input

Read the book. Discuss the importance of healthy habits such as eating nutritious foods, getting adequate rest and exercise, and keeping our bodies clean.

procedure

One at a time, allow each child to select a prop and stand in front of the frame. They can portray a "snapshot" of a healthy habit, such as brushing teeth, eating an apple or doing a jumping jack.

independent learning centers

COOKING: Let each child prepare a healthy snack of trail mix and fruit slices.
ART: Construct an inexpensive version of "soap on a rope." Fill clean knee-hi hose with scraps of soap. Tie a knot above the ball of soap formed in the toe of the hose. When children use these in the bathtub, the soap pieces are held in place!

extension ideas

HOME INVOLVEMENT: Send home a simple chart that helps children record their healthy habits for several days: I brushed my teeth, I washed my face.
COMMUNITY CONNECTION: Invite a dental hygienist to your school to demonstrate proper brushing and flossing techniques (sometimes they will bring a giant set of false teeth and free toothbrushes!)

SOCIAL STUDIES

social studies

it's a small world, after all. . .

Young children's minds are full of social studies ideas and questions

"I want to be a firefighter when I grow up!"
"Why is that girl in a wheelchair?"
"What happened to the dinosaurs?"
"Why can't we buy that?"
"Where does all the garbage go?"

Social studies in the prekindergarten classroom capitalizes on these natural interests and engages children in an exploration of their social world. With careful planning and enthusiasm, the teacher will help each child develop concepts in the areas of history, geography, civics, culture, family and economics, as well as environmental awareness. These concepts will lay the foundation for the main goal of the social studies curriculum, that is, the development of thoughtful, caring and contributing citizens.

Since young children learn best through hands-on experiences, social studies concepts and skills are most meaningful when enhanced through field trips, role play, games, stories, and manipulatives. For example, four year olds can personally relate to the concept of *fairness* as they share toys and take turns, while "justice" or "democracy" are yet abstract terms to them. Memorizing dates in history or reciting geographic facts have little value for young learners. Instead, learning about themselves and others will be fostered through integrated activities offered throughout the daily program.

Following are some of the essential skills for becoming a competent and caring citizen. These skills are grouped in the traditional social science disciplines for the convenience of the teacher, but of course are not presented as separate subjects to the children.

SOCIAL STUDIES SKILLS LIST

HISTORY

- Begin to express an understanding of cause and effect relationships
- Trace/sequence the personal history and the lives of family and friends
- Begin to express an awareness of life long ago

CULTURE AND FAMILY

- Recognize self as unique and become aware of the uniqueness of others
- Demonstrate an understanding of family and how families are alike and different
- Recognize that cultures have different ways of celebrating the same event
- Begin to respect cultural diversity
- Recognize that culture is learned from the environment
- Identify ways we can work together to help one another
- Respect others with handicapping conditions and disabilities

ECONOMICS

- Identify a variety of workers and services in the community
- Describe ways people earn a living, and ways families use their resources
- Describe how familiar goods and products are made and used

ENVIRONMENTAL AWARENESS

- Begin to recognize the need to take care of the environment

what happened?

skill

Begin to express an understanding of cause and effect relationships

materials

A large picture book of familiar nursery rhymes or fairy tales, picture cards showing cause and effect relationships

teacher input

Read or recite a familiar nursery rhyme, for example, 'Little Miss Muffet," in the resources section. Ask the children, "What frightened Miss Muffet away?" The children should say "A spider!" The teacher asks, "What happened when Goldilocks sat in Baby Bear's chair?" Children respond, "She was too big and she broke it all to pieces!" Teacher: "The wolf came to the house of the third little pig, and then what happened?" Children: "He huffed and puffed, but he couldn't blow the house down!" As children relate the events of these familiar stories they are developing the concepts of cause and effect and time sequence.

procedure

At small tables, children can arrange picture cards to show a cause and an effect. Picture card pairs might show for example: a rock in the path of a boy on a bike — the boy and bike on the ground; a bright sun shining above a snowman — a puddle with a hat, carrot and broom; a cup of milk too close to the edge of a table — spilt milk on the floor.

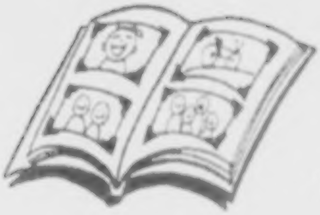
independent learning centers

SCIENCE: Provide food colors and plastic cups for color mixing. Talk with children about what caused their water to change from yellow to green.

BLOCKS: Encourage children to build inclines of various angles. Roll toy vehicles down each incline. Have children describe the changes in speed caused by the increased incline.

extension ideas

LANGUAGE: Read, *If You Give A Mouse A Cookie* by Laura Joffe Numeroff. This is a delightful story that relates a chain of events precipitated by a single gesture! A sequel to that book is titled, *If You Give A Moose A Muffin*.



then and now

skill

Trace/sequence personal history and the lives of family and friends

materials

Book: *When I Was A Baby* by Eve Thaler, photo album, camera, baby and toddler pictures of children, young and older pictures of a parent or pictures of three generations in family, baby toys

teacher input

This is a lesson idea that will take more than one day to execute. Begin by sharing the book and recalling with children past time. Show baby toys as examples of past events. Memory may be limited, but family members can add to the story. Let children know they will make a class photo book, "Then and Now".

procedure

Communicate to children and parents your project and ask children to bring in pictures of themselves at earlier ages. In class, take a picture of each child for the "now" portion of album. Each child should have two facing pages, one for a baby picture and one for a current picture. Allow space for writing something about pictures.

independent learning centers

LANGUAGE: Encourage each child to tell about something they could do as a baby (and no longer do) and something they can do as a four year old that they couldn't do as a baby. Write on paper that can be inserted in album.
MATH: ☎☎Collect a series of pictures of people at various ages and provide for children to sequence. Use magazine pictures and make into cards.
SCIENCE: Explore books about baby and adult animals. Learn the names for each.

extension ideas

ART: Fold paper in half and draw self as a baby on one side and child on other. Note differences.
LANGUAGE: Assemble the album and enjoy together. Ask other family members to send in an anecdote about the child as a baby. Be sensitive and guard against embarrassment.

dinosaur roar

skill

Begin to express an awareness of life long ago

materials

Book: *Dinosaur Roar!* by Paul & Henrietta Strickland, non-fiction picture books or posters of dinosaurs, large roll of masking tape

teacher input

Young children are fascinated by dinosaurs! Read the story and then show lifelike pictures of dinosaurs and their environments. Ask children if the dinosaurs live today or if they lived long ago. Examine the pictures and note the absence of buildings, cars, people, and other things that we see today.

procedure

To help children gain an appreciation for the enormous size of the dinosaurs, make a taped outline on the playground to approximate scale (Brachiosaurus was one of the largest dinosaurs, weighing over 50 tons and 75 feet tall!). Have all of the children stand inside the dinosaur or even in its tail. Discuss what might happen if such huge creatures lived today.

independent learning centers

SAND TABLE: Prepare a prehistoric habitat with plastic dinosaurs and plants for children to explore.

MATH: Let children match and exchange dinosaur trading cards.

LISTENING CENTER: Tape record stories, such as *Patrick's Dinosaur* by Carol Carrick. Children listen to the story and follow along with pictures. Discuss the difference between real and imaginary dinosaurs.

extension ideas

SCIENCE: Read *Dinosaur Encore!* by Patricia Mullins. This is an interesting book which pairs prehistoric dinosaurs with modern day animal look-alikes! Let children draw their favorite dinosaur.

LANGUAGE: Label a poster "long ago," and another "today." Have children sort items or pictures of objects into the appropriate category. Make sure that the items are dramatically distinctive, e.g., a pirate ship versus a motor boat; an antique lantern versus a flashlight.

the first thanksgiving

skill

Begin to express an awareness of life long ago

Costella Causey, Matilda Hartley Elementary, Bibb County, Macon GA

materials

Books: *The Pilgrim's First Thanksgiving* by McGovern, *Let's Celebrate Thanksgiving Book of Drawing Fun* by Janice Kennealy, real food - oranges, pumpkin, cranberries, sugar, apples, pears, carrots, squashes, corn, and a horn of plenty

teacher input

Gather children and display a poster of Pilgrims eating Thanksgiving dinner. Tell the story of how they worked together, gathered their food, and celebrated the first harvest. Ask the children to share ways their families might celebrate Thanksgiving traditions. Share one of the books which tells a specific Thanksgiving tradition from the past. Let children know that they will be making a special Thanksgiving dish.

procedure

At the art center, gather 5-7 children around table. Encourage the children to look for pictures of things to be thankful for, (e.g., fathers, mothers, sisters, brothers, pets, homes). Elicit conversation about pictures and ideas children have. Cut out and paste pictures on construction paper in a collage of thankfulness.

independent learning centers

SCIENCE/COOKING CENTER: Make cranberry relish and emphasize that it is one of the foods pilgrims ate on Thanksgiving.

Recipe:
4 cups frozen fresh cranberries
1 orange
2 cups sugar

Using a food grinder, let the children grind the cranberries and orange together. Stir in the sugar, chill in a refrigerator. Eat on soda crackers.

MATH: Gather children and learn poem:

Five little pilgrims on Thanksgiving day,
The first one said, "I'll have cake if I may."
The second one said, "I'll have turkey roasted."
The third one said, "I'll have chestnuts toasted."
The fourth one said, "I'll have pumpkin pie."
The fifth one said, "Cranberries I spy!"

extension ideas

LANGUAGE: Children draw a picture about the first Thanksgiving and dictate a sentence about the part they illustrated.

the way i am

skill

Recognize self as unique and become aware of the uniqueness of others

materials

Book: *The Mixed Up Chameleon* by Eric Carle, "found" materials — paper rolls, feathers, styrofoam, paint, stamp pads

teacher input

Gather children and read the book, a story about a chameleon who wanted the characteristics of others. Talk about how you might wish you looked or acted like another or had something someone else had. People often think this way. Encourage children to pretend to be an animal, real or make believe. Let them know that they can make some costumes or paint a picture of themselves as a "mixed-up person."

procedure

At art area, provide lots of materials for children to make costumes. If others would like, provide paint and paper for making themselves different. Later in the day, reassemble in large group and share your "changed" selves. Would you always want to have purple hair or 6 arms? Would you want to keep on costumes until tomorrow? What do you think about each other? Do we like our real selves?

independent learning centers

SCIENCE: Investigate characteristics of real chameleons. Compare them to other amphibians and to reptiles. Look at books about animals that use camouflage.

MATH: Provide pieces of different colored paper. Look around room for things that match each piece. Place them on the matching paper for camouflage.

LANGUAGE: Provide stamp pads. Make your fingerprints. Notice that yours are unique.

extension ideas

LANGUAGE: Read other books about uniqueness. *I Wish that I had Duck Feet* by Dr. Seuss and *Leo the Late Bloomer* by Robert Kraus. Record children's voices. Play back and guess who's speaking. How can you tell? Do we all sound the same?

MUSIC/POETRY: *I like me just the way I am*
I turned out just right
But I'll say it again in case you forget
And strange as it seems, you might (repeat)

family tree

family tree

skill

Demonstrate an understanding of family and how families are alike and different

materials

Book: *All Kinds of Families* by Norma Simon, blank paper dolls of varied skin shades, crayons, a large branch (real or artificial) anchored in a pail of sand, string

teacher input

Gather children on the rug. Read the story, emphasizing that families are adults and children who give love and support to each other in good and bad times. Although families may differ in the number of members or in their favorite activities, they all have a common purpose — to take care of every family member. Allow children to name members of their family. Some may include extended family members not in the household, such as cousins, step siblings, grandparents. Accept all responses

procedure

Let children color in features and decorate a paper doll for each family member desired. Stable each child's family of paper dolls together in a chain. Suspend them from string and hang them on the branches. You will have constructed a classroom family tree!

independent learning centers

HOUSEKEEPING: Children learn to roleplay nurturing family roles with baby dolls and other props in this area.

READING: Display various books about human and animal families. Include family picture albums if available.

LANGUAGE: Have children complete a sentence dictation: "My favorite family time is . . ." Post these sentence strips on the bulletin board or share them at conference time.

extension ideas

MATH: Make a graph of common household chores that children could do to help the family. Count how many set the table, empty wastebaskets AND MORE!

SOCIAL STUDIES: Show pictures of families around the world doing similar activities — sharing meals, at play, working together, expressing emotions.

where in the world

skill

Recognize that cultures have different ways of celebrating the same event

materials

Book: *All in a Day* by Mitsumasa Anno, a globe or a large ball to simulate the world, any books, clothing, toys or food from other cultures

teacher input

Gather children around the globe and talk about where we live and what might be happening in other parts of the world. This is abstract for four year olds, but they can enjoy talking about cultures different from their own and exploring different ways of dressing, eating, singing, dancing, and working.

procedure

In the language area, share the book with a small group. Emphasize similarities, for example, children around the world play with balls. Balls can be made of very different materials and used in many creative games.

independent learning centers

DRAMATIC PLAY: If possible, invite a parent who speaks another language or was born in another country to come and share with the class at small group time.

MATH: Explore concept of time: morning, midday, afternoon, night. Use picture cards available or make your own.

extension ideas

FIELD TRIP: Take a trip to a farmer's market. Enjoy the variety of fruits and vegetables from around the world.

LANGUAGE: Look at samples of other written languages. (There are several newspapers around Atlanta). Share the book *Everybody Cooks Rice* by Nora Dooley. And develop a "rice" theme: cooking and eating, rice in sand table, and colored rice collages.

the spice of life

skill

Begin to respect cultural diversity

materials

Book: *My Granny* by Margaret Wild, paper, markers, pictures of different families

teacher input

Gather children and share the book. This child's granny is different from other grannies and the pictures prove it! It has many opportunities for active participation. You may also show pictures of various kinds of families and talk about the children's own families.

procedure

In language area, help children talk about their family "tree". Begin with grandparents or parents, whatever is appropriate. Count how many people they know or how many live in their household. Make that many branches and label. Display under a title: "The James Family Tree." Be particularly sensitive to blended, adoptive and foster family histories.

independent learning centers

ART: Provide big circles of colored paper and magazines. Cut out pictures that remind you of your family. Glue in your family circle.

MATH: Order your family from youngest to oldest, largest to smallest. How many girls? Boys?

BLOCKS: Lay out rooms for a house in the block area. Add dolls or play people.

extension ideas

LANGUAGE: Bring in photo books of your family to share. Read *Mama, Do You Love Me?* by Barbara Joose. Explore ways to say I like/love you.

ART: Admire all the paint or marker colors that can be used for skin, hair eyes. Make a self portrait.

MOVEMENT: Act out something your granny, mama, or daddy does in a special way (e.g., braids hair, makes spaghetti).

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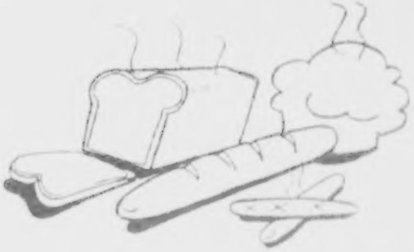
bread, bread, bread



skill

Begin to respect cultural diversity

materials

Book: *Bread, Bread, Bread* by Ann Morris, a variety of breads: pita, bagel, scone, tortilla, rye, croissant, sourdough, mix for biscuits and cornbread, cooking utensils

teacher input

Gather children and present the various breads. Do your homework so you can help children learn about the " breads" culture. If the book is available, share with the children. Share several fingerplays about baking such as "Patty Cake" or the following: [*Pat hands as if you are flattening a tortilla.*]

Tortilla, tortilla pa-ra Mama
Tortilla, tortilla pa-ra Papa
Tortilla, tortilla pa-ra Bebe
Tortilla, tortilla pa-ra mi

procedure

Break the bread and pass around for sampling. Encourage conversation about which type you might eat if you were a little boy or girl from that country. What kinds of bread do you eat at home? at school? Make some cornbread and biscuits and explain that many families in Georgia and elsewhere enjoy these types of bread.

independent learning centers

MATH: Provide bread samples again and classify by color, texture, seeds.
DRAMATIC PLAY: Provide playdough, utensils, and muffin tins for pretend baking. Set up a bake shop to sell your "bread".
SCIENCE: Talk about grains. Bring in samples, if possible. Look at different types of flour and compare the way they look, taste, and smell.

extension ideas

DRAMATIC PLAY: Add clothes, shoes, props from different cultures for dress-up. Display modern photos as well as photos of traditional dress.
MUSIC/MOVEMENT: Explore instruments of different people/places: banjo, maracas, drums, pipes, tin whistle, or bongos. Move to different rhythms.

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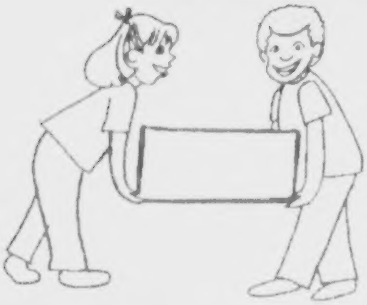
we're better together



skill

Identify ways we can work together to help one another

materials

Book: *Bet You Can't* by Penny Dale, magazines, poster board

teacher input

Gather children around a problem or job that needs more than one person to accomplish: picking up a heavy box, hanging a picture straight, cleaning up a work space. Observe and talk about the job — Easier? More fun? Faster? Looks better? Ask if they know what the old saying "Many hands make light work" means. Share book. Encourage children to be "help detectives" and look out for ways to help.

procedure

In language area provide poster board and magazines. 👀 Look for pictures that show people working together. Accept all responses. Glue on board titled "Together We're Better."

independent learning centers

ART: Provide long paper. Work together on a picture.
MATH: Provide more challenging puzzle to put together as a group.
ROUTINES: Keep a chart posted of simple jobs that children can do to maintain an attractive classroom (e.g., water plants, straighten things on shelves).

extension ideas

FIELD TRIP: Walk to notice people in your neighborhood working together.
PLAYGROUND: Point out and talk about play areas that are better used together: sand box, swings, tricycles, and wagons.
MATH/LANGUAGE: Extend ideas into two categories: 1) Things that are better done alone, and 2) Things that are better done together. Make a "list" with pictures.

special friends

skill

Respect others with handicapping conditions and disabilities

materials

Book: *Someone Special Just Like You* by Tricia Brown, paper or cloth dolls to which you have added a hearing aid, leg braces, wheel chair or other adaptive device

teacher input

Gather children on the rug and tell them that you have invited a special friend to visit class today. Ask them if after meeting the friend, they can guess how the friend is special.

procedure

Present your "special friend doll," that is, the doll that you have given a personality and life story. Emphasize the many things that your friend has in common with the other children (e.g., loves to draw, play video games, go to the park). Have the children tell why the friend is special. Explain in straight forward language the nature of the disability. Allow children to ask the doll any questions that they may have. This is an excellent opportunity for you to discover and respond to any misconceptions, fears or biases. If time permits, or at a later time read a story about an individual with the same disability as the doll, so that they will see that even people who share the same disability are unique.

independent learning centers

SCIENCE: Place blindfolds on children and have them use only their sense of smell to identify odors. Discuss how we rely on one sense (smell) if another (sight) is not available.

LANGUAGE: Have samples of Braille for children to see and touch. Tell them that there are many ways to read or enjoy books.

ART: Add different ingredients to tempera paints for finger painting e.g., add sand to red, add oatmeal to blue. Ask children if they can "feel" the picture even with their eyes closed?

extension ideas

PHYSICAL: Borrow adaptive equipment such as canes, walkers, or wheelchairs for children to examine. Tell them they must always ask permission to touch someone's special equipment and to treat the equipment with respect.

hand 'n glove

skill

Identify a variety of workers and services in the community

materials

Assorted gloves and tools associated with various occupations (e.g., gardening gloves, surgical gloves, baseball mitt, oven mitt, stethoscope, hair clippers, chalkboard eraser)

teacher input

Discuss with children what kind of work they would like to do when they grow up. Let them know that every job is important and serves a need in the community. Use gender free titles for occupations, such as firefighter, police officer, mail carrier, and be supportive of career choices that cross traditional gender roles (e.g., women doctors, male teachers.)

procedure

Place props in a large sack. As children are seated on the rug, have them one at a time come up and reach into the bag. They will put on the glove or hold the tool. The group will have to identify who the community helper is that uses this glove/tool.

independent learning centers

PUZZLES: Provide commercial or teacher made puzzles of community helpers and their equipment.

DRAMATIC PLAY: Use props and signs to turn the housekeeping area into a different business every few days. A veterinarian's office, post office, beauty salon, and restaurant are just a few favorites.

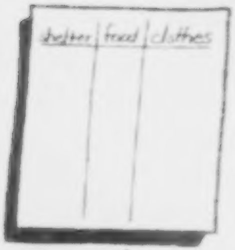
LANGUAGE: Display books describing the work of community helpers. In addition to trade books, make your own photo album of community workers that is widely representative of gender and ethnic groups.

extension ideas

FIELD TRIP: Visit a local store for a tour. A farmer's market would be ideal for the variety of goods to see. Talk about the different jobs needed, e.g., baker, bagger, stock person.

DRAMATIC PLAY: Plan a "career day" when children dress up like the community helper they would like to be. At circle time, have them share what they like about this community worker.

shelter, food, clothes



skill

Describe ways people earn a living, and ways families use their resources

materials

Book: *A Chair for My Mother* by Vera Williams, large poster board, glue, magazines

teacher input

After reading the book, discuss how the child felt about how hard her mother worked to provide for the family. A big, comfortable chair for her mother would sure feel great after a long day of work! Tell the children that all families have needs and that they must spend their money to provide for these needs. Once the basic needs have been met, sometimes there is money left over to buy special items that the family wants. Show the children the poster that you have divided into three columns and labeled: Shelter, Food, Clothes.

procedure

Have the children look through magazines and locate pictures of food, clothing, and types of shelter. They may cut them out and glue them to the poster in the appropriate column. Remind children that these are all items that families need. If they pick out non-essential items, help them distinguish between needs and wants.

independent learning centers

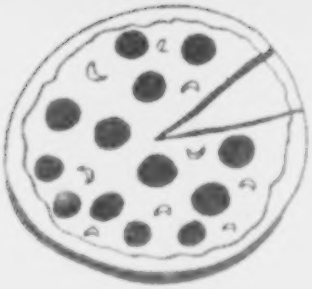
DRAMATIC PLAY: Set up a store with empty food boxes, play money, and cash registers. Children will have to decide which items they wish to buy with their funds.

ART: Tell children that homemade products are often a good way to save money and show off our talents. Instead of store-bought decorations, children can make holiday decorations for their home, or picture frames from scrap materials.

extension ideas

CIVICS: Have children help bake cookies that will be delivered to a local shelter or senior citizens' home. They will begin to develop a sense of civic responsibility as we talk with them about others who are in need.

FAMILY & COMMUNITY: Sponsor a "white elephant" gift exchange. Each child brings an item from home that is no longer wanted to trade for someone else's cast off. (Make sure the parent has given permission to trade the item!) Tell children that this type of trading or bartering is one way that people got things that they needed in times past when they didn't have money to buy them.



pizza express

skill

Describe how familiar products are made and used

materials

Canned biscuit dough, tomato sauce, shredded cheese, pepperoni slices, paper plates, napkins, aluminum foil, pads and pencils, toy telephones.

teacher input

Ask children how many have had pizza delivered to their home. ☎☎ Try to list all of the different tasks that go into making and delivering pizza.

procedure

Tell the children that today they will create their own pizza business. Show one small group at a time how to make their individual pizza. Use a square of aluminum foil, spread out biscuit dough with a juice can, spoon on dab of sauce, sprinkle cheese, add a few pepperoni. Write each child's name on their foil square. The teacher will take these to the kitchen oven or the toaster oven. While one small group is making pizzas, another group can be "taking orders" and another setting the tables with paper plates and napkins.

independent learning centers

MATH: Make "pizzas" out of cardboard circles. Use colored plastic chips to add toppings according to the numbers on the "order" card. For example, a child pulls a card that says, "3 green olives, 2 red pepperoni, 2 white onions" and also visually displays this combination. The child must use the colored chips to assemble their pizza to match the card.

SCIENCE: Display familiar foods and a variety of their by-products for children to examine, such as an ear of corn, corn meal, popcorn, and cornflakes.

extension ideas

FIELD TRIP: Neighborhood pizza restaurants are often willing to arrange for school groups to visit and observe how pizza is made. They usually will provide free pizzas too!

FAMILY/COMMUNITY: Invite family members to come in and share their role in making goods or providing needed services.

litterbug

skill

Begin to recognize the need to take care of the environment

materials

Poster board, colored markers, glue, litter items

teacher input

Create a "litterbug" class mascot. Cut out of poster board a large bug-shaped creature. Glue items to its body that are considered litter, such as chewing gum wrappers, wadded tissue, bottle caps, juice boxes

procedure

Tell the children that when we don't use the trash can to throw away our garbage, we are littering. Our litter makes the classroom, streets, playgrounds, and parks look ugly and unhealthy. Ask children to name things that should go in the trash when we are finished with them. Use the "litterbug" to point out items that they may not think of. Tell them that the "litterbug" will be hung up in the classroom to remind us not to litter at school or home.

independent learning centers

SCIENCE: Fill lidded plastic containers with water; add a different substance to all but one, such as, cooking oil, bread crumbs, ink or paint, and soap suds. Place plastic containers on a table for children to examine. Ask them which jar of water they would rather drink, or live in if they were a fish?! Talk about how we can all work to keep our water sources clean.

ART: Use recycled materials for art and craft projects, e.g., scrap paper, reused foil, packing materials.

extension ideas

FIELD TRIP: Take children to a local recycling facility to observe how items are sorted and prepared for reuse.

LANGUAGE: Read *Michael, Bird Boy* by Tomie De Paola which describes in child-like language the dangers of pollution.

SOCIAL + PERSONAL COMPETENCE

social & personal competence

"I know I can. . ."

The human infant is a social being. Even his first smile is an instinctive response to the face of a loving person. His well-being and development are dependent on a consistent and nurturing environment. From his earliest days, he will learn the skills to respond to others, express needs and feelings, feel comfortable in his own identity and grow in independence.

As the child matures, play will be an important medium for developing social and personal skills. First, children play alone, then side by side, and finally, cooperatively with others. The child will learn how to role play and rehearse rules for social living. When children are at "work" (play), in a communication learning center, for example, you might see two youngsters with telephones, pagers, message pads, and telephone directories. They are learning how to take turns, listen and express ideas, state their names and addresses and use roles of community helpers as they practice early reading and writing skills.

The adults in the child's environment must convey their pride in his efforts and accomplishments and provide support at all times through effective discipline. The ultimate goal of discipline will be the child's ability to make wise choices, control his own behavior, and maintain self-esteem.

Entrance into school will pose unique demands. While in school, the child must accept guidance from adults beyond the home setting. He will learn to follow classroom rules, assume responsibility for certain skills, and gain self-confidence in many new tasks. These are all important indicators of school readiness.

SOCIAL AND PERSONAL COMPETENCE SKILLS

- State name and age upon request
- Demonstrate self help skills
- Follow established guidelines
- State address upon request
- Understand 911 concept
- Show confidence in self: say "I can"
- Use words to express emotions and feelings
- Control own behavior
- Use material/equipment independently
- Participate and cooperate in group play
- Include others in group play
- Show concern for fairness
- Respond to teacher's requests
- Recognize that choices have consequences
- Explain rules of games or activities to others
- Care for other living things
- Replace objects in specific locations
- Demonstrate pride in own work

who's who

skill

State full name and age upon request

materials

Book: *Wilfred Gordon McDonald Partridge* by Mem Fox, index cards with first name, last name, and age, silver binder rings, single hole punch

teacher input

Read the book and talk about how important our names are to us, whether short or long, easy or hard!

procedure

Working with individual children during center time or transitions, an adult (a parent helper would be great) will rehearse with the child her name, age and address using the index cards on the ring. Try a chant or song as you practice.

My name is Julia Chan.
I am 4 years old

(Later in the year, if desired, the child's telephone number can be added to the ring of cards).

independent learning centers

LISTENING CENTER: Make a tape-recording of children reciting their full names. Let children listen for their own names.

DRAMATIC PLAY: Create mailboxes for each child from shoe boxes or large envelopes. Label them with names and addresses. Have children write or draw a note to a classmate and "mail it". Photographs would be helpful.

ART: Make a birthday cake with playdough and birthday candles to represent the child's age.

extension ideas

LANGUAGE: Write a class book, "Now that I'm Four. . ." with a list of things that the children can do and ways that they have grown.

MUSIC/MOVEMENT: Develop a rhythm pattern or tune for each child's name.

band-aid bear

skill

Demonstrate self help skills

materials

Book: *The Tight Squeeze* by A. A. Milne, big box of band-aids (with pictures and varying sizes), big Pooh or teddy bear

teacher input

Gather children by calling, "Help, I need some help." Tell them that Pooh has gotten himself in trouble. Then read story or paraphrase the story until the part where he is too big to get out of Rabbit's hole. Have them help you pull him out and then examine him for cuts and scratches. Talk about how we can help him with our box of band-aids. Encourage participation.

procedure

Pass around band-aids so the children can hold and examine them. Invite children to come forward one or two at a time and choose the "perfect" band-aid for a particular spot on the bear's arm or leg. "Where do you think Pooh hurts?" "Let's fix him up." When he is covered, let him have a rest while you transition to small groups.

independent learning centers

LANGUAGE: Talk to "band-aid bear" about his "cuts and scratches." "Where is the hurt?" "Which is the biggest boo-boo?" "Smallest?" Tell about when you've been hurt. What did you do? How did you get better? Draw a picture about it.

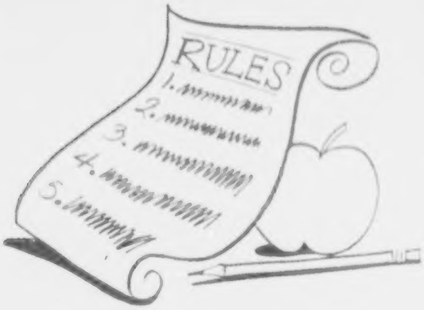
DRAMATIC PLAY: Put band-aids and props in this center to use on pretend scratches.

MATH: Dump out a big box of band-aids and sort into sets according to size and shape.

extension ideas

LANGUAGE: Expand on theme of having a problem and talk about ways to solve it: cannot put shoes on, are stuck in a tree, cannot reach something.

MOVEMENT: Act out potential accidents, especially on the playground. Encourage self help skills.



our class rules

skill

Follow established guidelines

materials

Bulletin board or pocket chart to display classroom rules

teacher input

At the beginning of the school year, and consistently throughout the year, review a few positively stated rules or expectations with the children. 👀 As you see children following the established guidelines, compliment them and place the relevant rule statement in the pocket chart for all to see. Catch them being good!

procedure

Let the children tell how following the rules help the classroom run more smoothly:

In our class we:
- Share
- Walk inside
- Keep hands and feet to yourself
- Use inside voices
- Ask for what you need in a nice way
- Listen while others are speaking

Encourage children to add other classroom rules. Post these rules in the pocket chart with a picture next to each one.

independent learning centers

LANGUAGE: Draw pictures that illustrate positive behavior, e.g., walking down the hall.

CLASS MEETING: Involve children in making up a rule for a "problem" situation (example, messy housekeeping area).

DRAMATIC PLAY: Set up a center as "crisis" hotline. Let children call in with classroom problems and let another child come up with solutions.

extension ideas

SAFETY: Practice following the established guidelines for a fire drill or tornado warning.

10 WEST STREET

no place like home

skill

State full address upon request

materials

Playdough in green, blue, yellow, red, table size masonite board or piece of linoleum, toy cars, people, buildings, local street map (available from city water or sewage department), cork board, flag pins, index cards with children's addresses printed on them

teacher input

Tell children that the place where they live has a special name and a number called an address. Explain that many houses or apartments, along with stores, schools and parks, make up a neighborhood. Today, the children will have an opportunity to build their own neighborhood with playdough. They will also see a map, which is a drawing of a neighborhood, and find their own address on the map.

procedure

If possible, assign one teacher to facilitate the playdough construction area. Up to eight children can work comfortably around the table as they plan and construct their neighborhood: laying the yellow roads, making blue lakes and ponds, putting in green grassy areas, building red houses, offices. Another adult will be needed to work at the table with the local street map which has been laid over the cork board so the flag pins will stay in place. Call over 2-3 children at a time to the map table and ask them if they know their address (coach them with the index card). Look for their street name (an approximate location is fine) on the map. When you find it, help the child place a colored flag pin in the general area. Ask them which classmate lives closest to them, to the school and so forth.

independent learning centers

BLOCKS: Encourage children to use blocks and other props to create neighborhoods. Have them describe the different land and water areas they have made.

SOCIAL STUDIES: On a large town or city neighborhood map, place flag pins on (or near) each child's address as they recite it. (These maps are usually available from the city's water/sewer department).

extension ideas

LANGUAGE: Take children on a treasure hunt! They must follow the picture clues and directions that they "read" from a treasure map.

emergency!

skill

Understand 911 concept

materials

Baby doll, real telephone, large 911 sign

teacher input

Gather the children around the rug and tell them that they will learn about a way to get help when there is trouble. To capture interest, briefly act out emergency situation with doll and telephone.

procedure

The teacher pretends that she is cooking on the stove when a pot catches on fire! The teacher says, "Oh, no! Fire! Call 911!" Then the teacher holds up the large sign and models how to find each number on the telephone. She speaks clearly into the receiver and says, "Help, this is an emergency!" Let the children take turns dialing 911 and telling about other emergency situations for which they or their family could call 911 (someone choking, mommy or daddy hurting badly). Be sure to reinforce that 911 is only for serious emergencies. Give examples of when you should NOT call 911 for help (e.g., your ball rolls into the street sewer).

independent learning centers

LANGUAGE: Display books about emergency personnel and vehicles, such as firefighters, paramedics, and ambulances.

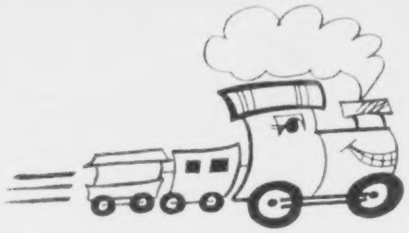
DRAMATIC PLAY: Encourage role play about how to phone 911 in an emergency.

MATH: Have children choose 9-1-1 from a selection of plastic or cardboard numbers and arrange them in order. Children can practice writing or tracing 911 on paper with a glue stick, then sprinkle with sand or glitter.

ART: Make 911 magnets with tagboard cut into the shape of a telephone; put magnetic tape on the back. Send home for parents to put on the refrigerator and talk with their child about 911.

extension ideas

SOCIAL STUDIES: Invite a parent or community helper to come in and talk about being an emergency worker.



the little engine

skill

Show confidence in self: say "I can"

materials

Book: *The Little Engine that Could* by Watty Piper

teacher input

Gather children on rug and read the story. Ask the children how the little blue engine felt pulling the train over the mountain. Take turns telling things they feel good about being able to do.

procedure

Have one child stand in front of the group as the engineer. Let her say something she can do... "I can...tie my shoe, zip my jacket, brush my teeth." Add another child (train cars) until you have a long train. Let the children move like a train around the rug saying what they can do.

independent learning centers

ART: Make an "I CAN DO". Cut in the shape of a train. Each page is a drawing of something the child can do.

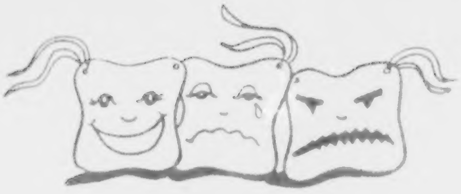
MATH: Sequence train engines to match the order of the story.

extension ideas

PORTFOLIOS: Throughout the year, have children collect and save examples of their progress in writing, drawing, large motor skills. Show children how much they have progressed through the year.

ART: find pictures in magazines of all the things children can do - dressing, jumping.

glad, sad, mad



skill

Use words to express emotions and feelings

materials

Simple puppet stage (can be made from large appliance box)

teacher input

Go to the rear of the stage and model how to use facial expressions, gestures, and voice tone to express each of the three common feelings - happy, sad, and mad.

procedure

Allow each child to act out feelings behind the stage. Discuss situations that may be associated with these common emotions e.g., eating ice cream cone, looking for a lost puppy, someone knocking down your block building on purpose by someone else.

independent learning centers

WRITING CENTER: Children can make and decorate greeting cards to express their feelings for special occasions.

MATH: Make two-piece puzzles of magazine pictures of people displaying various emotions, then let the children match the picture halves.

DRAMATIC PLAY: Make puppets available to act out feelings and emotions. Talk about sounds we make for different emotions.

extension ideas

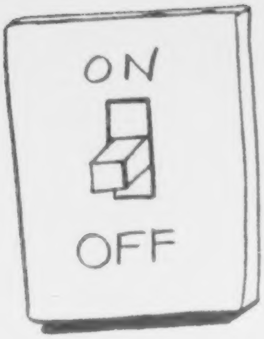
MUSIC/MOVEMENT: Sing "When You're Happy and you Know it" (sad-wipe your eyes, mad-stomp your feet)

LANGUAGE: Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day,* by Judith Viorst. Talk about how everyone has a bad day once in a while.

SOCIAL: Help children develop appropriate responses for angry feelings. When anger flares up in the classroom, help the angry child think of ways that he can cope with his feelings, ("I can ask for a turn, but I may not hit.") You may have to "give" the child the words to express the anger.

SOCIAL: When appropriate, pair a shy child with a more outgoing child for cooperative projects. Show photographs or pictures of real people. Discuss facial expressions - "Why do you think the woman is sad?", "What makes you feel sad?"

switch on the light



skill

Control own behavior

materials

Book: *Switch on the Dark* by Ray Bradbury, tape of night sounds: crickets, frogs, owls

teacher input

Turn off lights and gather children. Ask about who likes the dark and establish comfort level. Read the book by lamp light and flashlight. Discuss how we can use "pretend switches" to switch on our quiet voices or our walking feet. Practice during transitions.

procedure

During group time provide flashlights and practice switching them on and off. When the light is on use a quiet talking voice, when the light is off everyone is silent. Observe behavior.

independent learning centers

ROUTINES: Practice "waiting for a turn" to do various activities - e.g., get water, use glue sticks, play with a particular puzzle. Teacher compliments children's self-control often.

LANGUAGE: Play tape of night sounds and draw a picture to go along with the sounds.

ART: Paint dark pictures. When dry, add star stickers or cutouts of moon, trees, houses.

MATH: Use penlights and count the "flashes". Record if it seems appropriate.

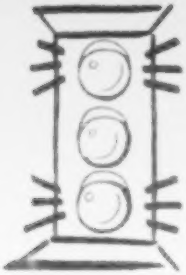
extension ideas

FAMILY CONNECTION: Send "happy grams" home to let parents know when child has achieved a new self-control skill - e.g., taking turns, sharing.

SCIENCE: Place colored plastic or cellophane over lenses of flashlights. Observe what happens.

ART: Make "dark pictures" with crayon resist: color all over a paper, bare down hard. Paint over the picture with a very watery black solution. Admire.

MOVEMENT: Have two or three children turn on flashlights and move them very slowly while a few other children follow the beams.



red light, green light!

skill

Control own behavior

materials

Red and green markers, chart paper

teacher input

Gather children on rug early in the school year after classroom rules have been established. Together make a list of "red light" versus "green light" behaviors.

RED LIGHT	GREEN LIGHT
shouting out	waiting our turn
throwing toys	asking for help

procedure

Tell children that they can think about their own behavior or actions ahead of time and decide if it's red light or green light behavior. Encourage children to say to themselves "red light" if what they plan to do is not helpful. Then think of a "green light" behavior to do instead.

independent learning centers

ART: Let children make green glittery circles. On the back, write for them a "green light" behavior they chose today. Make a mural of a street: black top, yellow lines. Place "green light" behavior circles along the road.

BLOCKS: Construct roadways. Place red and green behavior circles on popsicle sticks to use with little cars in play.

extension ideas

GAME: Play Simon Says. Reinforce the idea that you must control the impulse to do what you see, and do only what Simon Says!

MATH: Use red, yellow, and green Unifix cubes and blocks to make patterns. Match to street lights.

LANGUAGE: Draw streetlights and talk about concepts: STOP, CAUTION, GO. How does this help control behavior on the road.

I can do it myself!

skill

Use material/equipment independently

materials

Everyday classroom materials and equipment, sheets of paper for each child

teacher input

Talk with children about things they can do without help now that they are four years old (e.g., use a spoon and fork, drink from a cup, state their name). Let them know that they will learn to do many more things now that they are in school. Emphasize that people learn to do things at different times. Some learn to tie shoes first, others learn to draw a triangle, while others can master the hole punch.

procedure

Encourage each child to record on an individual chart when she has learned to use some material or piece of equipment independently. She could place a sticker or a check mark to show each accomplishment. (The teacher could add the date, if desired). Observe students' use of materials/ equipment in a variety of settings. Encourage independence but give assistance or demonstration if the child shows frustration. Go on a "Who can do it" hunt. Make a list of children's names and skills, abilities. Find someone who can draw a face or hop on one foot, or sing a song, or count to 14. Place a sticker by child's name.

Name: Lacey
I can do it myself!
use stapler ✓
use scissors ✓
5 piece puzzle ✓

independent learning centers

ART: Have each child make an "I can can" by decorating a coffee can or any other can with a lid. When the child accomplishes a skill, the teacher writes the skill on a paper strip for the child to put in the can.

extension ideas

FAMILY CONNECTION: Share the child's "can can" at a parent conference.
DRAMATIC PLAY: Bring in a variety of tools. Ask children what they think they are used for. Examples: garlic press, pliers, curling iron. Be creative. Practice using them.

the more we get together

skill

Participate and cooperate in group play

materials

Book: *Together* by George Ella Lyon; song: "Down In the Valley, Two by Two," in the resources section, fingerpaint, table settings

teacher input

Gather children and talk about things we like to do with each other and alone. Discussion of these concepts is an ongoing process. Read book, *Together*, more than once if interest is there. Invent your own rhymes: "You add the ice and I'll pour the drink". "You do the pedaling and I'll do the pushing."

procedure

In dramatic play area, provide tableware that encourages cooperation. "I'll set out the plates and you put out the forks. Who would like to set out the napkins?" Teacher models language for cooperation. Observe closely.

independent learning centers

ART: Fingerpaint directly on the table and encourage neighbors to overlap colors. Notice what happens. Take drawing paper, press on top of fingerpaint to make a print. Let all who cooperated in the picture add their names to the picture.
MATH: Provide Unifix cubes to make a pattern; connect several children's cubes to make a "train".

extension ideas

SCIENCE/COOKING: Choose a favorite recipe and cooperate to make. Example: "Honey Hearts" to show you care.

Ingredients:

1/3 c. Butter	4 tsp. Water
1/4 c. Honey	3/4 c. Flour
2/3 c. Oats	1 tsp. Baking powder
1/3 c. Nonfat dry milk	1/4 tsp. Salt

Mix butter and honey. Add oats, dry milk, water. Mix well (use clean hands). Add flour, baking powder, salt. Mix into soft dough. Roll out and cut with a heart shaped cutter. Bake at 325° for 10 to 15 minutes. Enjoy!

MUSIC/MOVEMENT: Song,"Down in the Valley, Two by Two".

the more the merrier

skill

Include others in group play

materials

Book: *Best Friends for Francis* by Russell Hoban, props for an ice cream party

teacher input

Gather children and talk about friends. Ask, "Who are your friends?", "Who is your mother?" "Your sister?" Well, here's a book about friends and some things we can do with our friends. You might be surprised. After the story, introduce the concept of an "ice cream party". Ask what children would like to have at a party. Talk about having a party by yourself or with make-believe friends, and a party with real friends.

procedure

In the dramatic play area, provide props for an ice cream party. Allow children to set up and act out. Try a pizza party. ☎☎Observe behavior.

independent learning centers

LANGUAGE: Provide folded paper for writing party invitations. (Printing companies often have surplus invitations for free). Talk about what goes on an invitation: hosts, time, place.

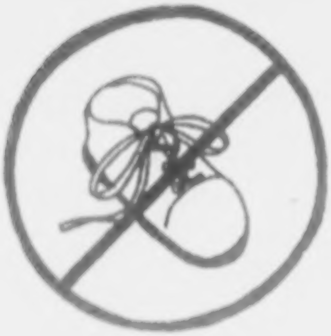
MATH: Make a matching game of "ice cream and bowls". Have bowls to match ice cream of same color.

extension ideas

LANGUAGE: Make a "list" of friends by having children put their thumbprint by their name on the list provided by the teacher.

ART: Paint pictures of friends playing.

MOVEMENT: Participate in activities that you can do with a group - play ball, play games like "Duck, duck, goose."



it's not fair

skill

Show concern for fairness

materials

Book: *It's Not Fair* by Dominique Jolin, a teacher-made sign that signifies no shoelaces play here, two puppets

teacher input

Using a puppet, role play a child saying "You can't play in the house because you don't have shoelaces - only people with velcro shoes can play in the house." Have the other puppet express sadness or anger. Ask the children why the puppet might feel sad. Read the book, discuss the meaning of "fair" and give examples.

procedure

At the dramatic play house, help children role play situations that are not fair, such as when some girls say "no boys allowed" in the housekeeping area. Help children to make the connection between the book and not allowing boys to play in the house. Allow them to freely share their ideas and experiences about fairness.

independent learning centers

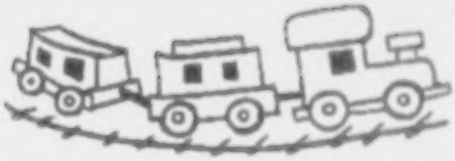
GAMES: Play games which require taking turns.

MATH: Use plastic or cardboard food items that can be divided, such as pizza, pie, or apples. Have children divide food equally among those at the center.

extension ideas

LANGUAGE: Read a story about the life of Dr. Martin Luther King, Jr. Talk about how he and others have worked to ensure fairness for all people.

the right track



skill

Recognize that choices have consequences

materials

flannel board, train, and track flannel pieces, story script

teacher input

Gather children and tell the story of three little trains. Each train had the job of riding around the train yard and returning to the station. The little red train decided that it would take a short cut to beat the other trains, but instead it ran off the tracks and had to be towed in. The little blue train stopped along the track to load up on some big, shiny rocks, but the rocks were so heavy that the little train couldn't budge. The little yellow train didn't take a short cut and didn't stoop for rocks; it traveled right around the train yard and was first to the station.

procedure

Discuss with the children how their choices have consequences. For instance, remind them that when they clean up their work areas quickly, more time is left for free time. Perhaps the teacher has offered a child the choice to listen attentively at circle time, or sit out until the child chooses to settle down. Use examples that are appropriate to your classroom.

independent learning centers

DRAMATIC PLAY: Set up a store to purchase goods. Each child will have to decide how to spend their play money. When their money is spent they can discuss their choices.

MOVEMENT: Set up a race where children go from a starting point to a finish line. Select three or four children. One can only walk, another has to follow a longer route designated by tape, another stops to talk with a friend, and the last one has to go back because he forgot his shoes. After the race, have children talk about the quickest way to the finish line. Discuss the consequences of stopping to talk or going back when you are in a hurry!

extension ideas

LANGUAGE: Read or tell the story of *The Little Red Hen*, folktale.

candy land

skill

Explain rules of game or activities to others

materials

Simple board games such as Candyland or Chutes and Ladders

teacher input

Designate one full day or a part of the day as "game day!" If possible, invite children to bring a game from home (game pieces can be easily transported in a Ziploc bag).

procedure

Designate one child to explain to a small group the rules for the game that he brought or one from the classroom. Rotate children through the games every 10-15 minutes. Do not worry about winners or finishing, just give a signal that it is almost time to change.

independent learning centers

GAMES: Set up games that children can play independently - Old Maid, Lotto.
COMPUTER: Allow children to play a game independently.

extension ideas

LANGUAGE: Encourage children to create their own simple games.

MATH: Make a tic-tac-toe board with a light color felt square. Mark off nine boxes. Play the game using stick pretzels (for X's) and Cheerios (for O's). Then eat! Yum!

MOVEMENT: Set up some sort of relay; a water balloon, a small ball in a spoon. Have children make up and explain rules.

it's for the birds

skill

Care for other living things

materials

Books: *Owlburt* by Nicholas Harris or *King of the Birds* by Shirley Climo

teacher input

Gather children near the window and watch for birds. Discuss what birds eat and how birds find food (bugs, worms, seeds, berries) in different seasons. Share the book. Tell children that in the winter months especially, we can help feed the birds by putting out bird seed.

procedure

Allow children to sprinkle seeds on the ground outside near your classroom window. Several times during the day return to window and observe birds feeding on the seeds.

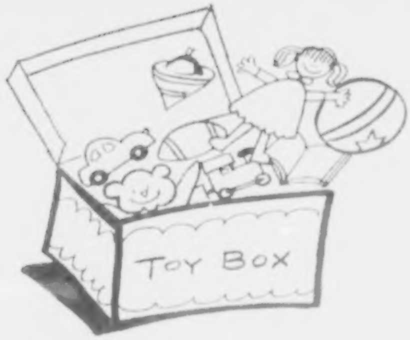
independent learning centers

SOCIAL: ☼☼Have children assigned to feed class pet.
ART: Have bird stickers and paper available to create bird pictures and books.
SCIENCE: Children can examine feathers, nests, binoculars, or bird study guides.
DRAMATIC PLAY: Set up a pet hospital to care for sick pets (stuffed animals).

extension ideas

FIELD TRIP: Visit a veterinarian's office or have her bring a few small pets to school. Model appropriate handling of pets.
WOODWORKING: Use particle board to make platform bird feeders. Children can help use a hand drill to drill four holes in the corners of the board. Hang on tree with knotted clothes line.
ART: Children can create an imaginary pet with junk materials (cotton, tin foil, clay) - like a "pet rock". They can demonstrate how they would care for it (create a home, make food, etc.)
DRAMATIC PLAY: Use stuffed animals in home center. Children can act out caring for pets.

☼ best practices social and personal competence



lost and found

skill

Replace objects in specific locations

materials

Sack or pillow case, assorted items from various places in the classroom, e.g., a block, a pair of scissors, dress-up clothes, a book

teacher input

Show the children a large sack. Tell them that the items inside your sack are lost and must be returned to the place where they belong. Pick out an object and state, "Where do I belong?" Show the child how you would return the object to its proper location.

procedure

Children take turns pulling an item from the sack and replacing the item in its specific location such as, scissors in rack on shelf.

independent learning centers

BLOCKS: Label each shelf with an outline of the block shape. This will help children return the blocks to the proper shelf.

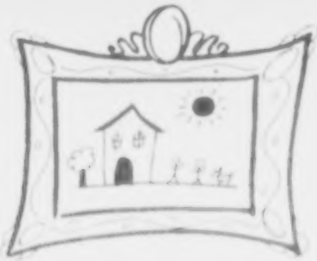
DRAMATIC PLAY: A doll house and its contents help children to match and categorize (e.g., items that belong in the kitchen.)

MANIPULATIVES: Montessori equipment, such as graduated cylinder blocks, are ideal materials for developing a sense of orderliness in the classroom environment.

extension ideas

SOCIAL: Assign one student to be a "Center Scout" for each center area. Near the end of center clean up time, this student will "be on the lookout" for any materials not returned to their right location. The scout has the responsibility for replacing them.

SCIENCE: Collect natural objects like acorns, dirt, leaves, rocks, and shells. Match them to pictures of the right place for them such as tree, ground, or ocean. Do the same thing with animals and habitats.



great work gallery

skill

Demonstrate pride in own work

materials

Easel, bulletin board, shelves or plastic stacking crates, colorful fabric for draping, inexpensive picture frames, a variety of children's work - painting, sculpture, poetry, collage

teacher input

Select a small area of the classroom, preferably near the door where parents can easily see the display during drop-off and pick up times. Drape colorful fabric over crates, across shelves, bulletin board, easel. Display banner entitled, "Great Work Gallery."

procedure

Tell children that you will be asking them to select their very best work to place on display in the gallery. Put items on display in the picture frames. Five to six children could display items at one time, and the gallery should change featured items every two weeks or so. ☼ The key is to allow each child to select his or her own item for display, this helps develop skills in evaluating. Also, make sure that every child's work is displayed on some equitable schedule. Use a variety of phrases to compliment children on their efforts in center time. Be specific: "You are sharing materials so well with Daniel!" "I can tell you are thinking hard about this puzzle." "Your paintings are always so colorful!" "I like purple too." "You have lots of curves in your picture!" Encourage children to compliment other's work also.

independent learning centers

DRAMATIC PLAY: Plan an art sale in the "gallery". Come up with a price for their pieces of artwork. Put price tags on art work!

LANGUAGE: ☼ Make a book entitled: "I'm Me, and I'm Proud!" On each page, children can draw and/or dictate something they are proud of... learning to write their name OR helping to set the table.

extension ideas

ART: Read a story about a great painter or musician. Discuss how the artist felt pride in doing his or her very best.

CIRCLE TIME: Have a "Brag Bag" with sentence strips to complete..."Tony is proud of himself when______________." These strips can be posted on a "brag board" or sent home to share with families. (Hint: have a strip with each child's name, but complete only 4-5 strips at one circle time.)

who does what?

skill

Demonstrate pride in own work

Patty Birchenall from Auburn Elementary, Barrow County , Auburn ,GA

materials

Photographs (4x6) of school personnel making sure that the distance from subject to camera is the same for each picture. Cut out the pictures leaving a flat edge at the foot for a stand. Glue pictures to tagboard or plywood. If you have a parent with a jigsaw, cut around pictures to make 3-D characters. Cover with contact paper for durability. This is not easy, but children will have these characters to use in many activities.

teacher input

Invite school personnel to come in and tell children about their work. Encourage children to describe things that they can do. Talk about "work-jobs" in the classroom and any jobs (chores) the children do at home.

procedure

In dramatic play and block center, provide the "characters" of school personnel you have made. Encourage the children to act out the various work jobs.

independent learning centers

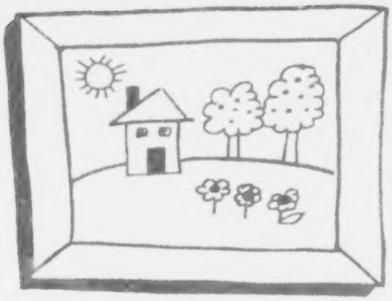
MATH: Provide tools or pictures of tools used in various jobs: writing tools, carpentry tools, cooking tools, artist's tools, food business tools. Allow children to sort.

LANGUAGE: Encourage children to tell about jobs. Read *All By Myself* by Mercer Mayer.

extension ideas

SOCIAL: Take a walk around the school to see personnel in their own work space.

LANGUAGE: Make class book using each child's photograph, one per page. Have each child dictate ways in which they are proud of themselves. Laminate or place each page in a photo album. Display book in reading center. Children love to "read" about themselves.



amazing me!

skill

Demonstrate pride in own work

materials

Book: *Amazing Grace* by Mary Hoffman, inexpensive or old picture frames sprayed gold, costumes for a class production - you decide, camera and film

teacher input

Gather children and express pride in their accomplishments. Be specific. Read and enjoy Grace's successes. Talk about ways we can celebrate each other's successes. Perhaps you can decide on an art show or a production, or an "athletic event." It does not have to be elaborate. If it is a production or other event, be sure to take photos of each child.

procedure

For an art show, arrange various sizes of empty frames on a big wall; 8X10's or larger. Have children paint, draw, make collages, or any other art for their frames. Have the art show for several different creations over a span of time. Notice and acknowledge individual work.

independent learning centers

MUSIC/MOVEMENT: Highlight children who have learned a song, a dance, a special movement or trick. Take pictures or sing on the tape recorder.

LANGUAGE: Tell someone about something special you can or would like to do.

DRAMATIC PLAY: Make a stage area (with blocks, a small rug, large box). Have a variety show to demonstrate talent and skills.

extension ideas

LANGUAGE/ART: Make a class display of an event you'd like to celebrate. Use photos, children's descriptions and drawings.

SCIENCE: Talk about having a "green thumb" and what a gift it is to help plants grow. Let children choose different kinds of seeds to plant, and see who has a "green thumb". Emphasize cooperation, not competition.

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creative expression

creative expression

Creativity can be defined in many different ways. Too often, when we think of creative people we limit our thinking to artists and performers. But creativity means so much more. Creative ideas, for example, may relate to a new way to do something or a fresh solution to an old problem.

When given a variety of materials and the freedom and time to explore them, children can be creative in their own special ways. One child might act out his creativity in the dramatic play area while another chooses to create a unique sculpture out of aluminum foil. Still other children may be the creative problem solvers who mediate class disputes. The avenues for expressing creativity are virtually limitless if the conditions are supportive. Teachers have a perfect opportunity to provide an encouraging environment where the children can discover their own talents.

The activities in this section are grouped into the categories of Art, Music, and Movement. They should be used as the starting point for creative exploration.

aRt

art

the world is their canvas. . .

Place a paint brush or marker in a young child's hand and you will observe this truth: children are artists! It is a rare child who doesn't love to paste, paint, color, play with clay, construct, and explore a variety of art materials. Through art, children can express feelings, practice skills, explore concepts, discover, converse, and cooperate with friends on exciting projects.

As teachers of young children, we have watched as a child tries out every color at the easel, ending with a large brown blob; or as another squeezes glue all over paper and sticks three small scraps in one corner; or still another as he smears finger paint over a paper and then on a whim, dashes off leaving his "creation" behind. We have admired works of clay or the results of wood hammering and nails and puzzled over the fact that one child wants to save the masterpiece while another tears it up and begins again.

These budding artists are learning about their world; what happens when colors blend together one-by-one, what glue looks and feels like as it drips across paper, how paint feels as it oozes through fingers. They are developing an awareness of color, form, line, and pattern. By individual exploration of something seen, the child can create something new and personal. They are exercising large and small muscles as they paint, form clay, or wield a hammer. And they are constructing knowledge through the senses as they explore.

In children's art activities, the teacher's role is to provide materials and opportunities and appreciate effort regardless of the final product. For as children engage in art, it is the process that intrigues and excites them, not the end result. What a thrilling process it is!

ART SKILLS

- Plan and design ideas for art work
- Contribute individual ideas to group projects
- Paint, draw, or sculpt
- Express ideas and thoughts in creative ways
- Use imagination for dramatic play
- Construct 3-D objects using a variety of materials
- Create texture using a variety of materials
- Create drawings using real or 3-D objects

bird's eye view

skill

Plan and design ideas for art work

materials

Seeds of all colors and varieties (sunflower, pumpkin, colored popcorn), cardboard squares with holes punched in each corner, yarn, glue, cafeteria trays, aerial photographs of farmland

teacher input

Show children aerial photographs of farmland. Tell them that these pictures give a "bird's eye view" because this is how land might look to a bird flying overhead. Point out how the rows of crops are set in big patches and that the patches may remind us of a quilt with beautiful designs.

procedure

Give each child a cardboard square. Tell them to "paint" with glue on their square. They can make lines, circular motions, or random designs with the glue. Next, they press or sprinkle seeds to the glue to create a seed collage. Shake off excess seeds onto the tray. Let the squares dry. Tie all the squares together with colorful yarn. Display with pride!

independent learning centers

ART: Make texture collages with sandpaper, cotton balls, or pasta.

SCIENCE: Let children match seeds to plants with teacher-made matching cards. If possible have real plants and seeds to examine.

MATH: Talk about a grid. Make one with tape on the table. Sort seeds into the sections on the graph.

extension ideas

LANGUAGE: Read *The Carrot Seed* by Ruth Kraus. Discuss the many foods that we get from seeds.

MOVEMENT: Pretend to fly like birds in the sky. Fly above the school, the park. What do you see?

sponge city

skill

Plan and design ideas for art work

materials

Book: *Circles, Squares, Everywhere* by Max Grover, or any picture book with cityscapes; sponges cut into squares, circles, rectangles, large paper, paint

teacher input

Gather children and show pictures of buildings and streets in a cityscape. The book has wonderful artistic representations of cities using basic shapes. Present children with the idea of being city architects and creating a city of their own. Assure them that all can participate as they rotate through the art center. Transition.

procedure

At art center talk about "building" with sponges dipped in paint. Discuss shapes that can be used to make trucks, buses, trains, and cars as well.

independent learning centers

MATH: Use shape and pattern blocks to create structure. Draw them.

BLOCKS: Use hats and many sizes of blocks to build. Take pictures of the "construction".

LANGUAGE: Provide large paper, colored pencils, rulers, squares to design buildings, houses, play areas. Label the buildings.

extension ideas

LANGUAGE: Describe/discuss the steps in building: selecting site, drawing/design, construction, decorating, finished product. Document the process and display. Invite an architect or builder to speak to the class.

under the sea

skill

Contribute individual ideas to group projects

materials

Book: *Swimmy* by Leo Lionni, 6-7 feet of mural paper (butcher paper), sponges cut into fish shapes, "coral" or green pipe cleaners, tempera paints, colored tissue paper scraps, green or blue cellophane or plastic wrap

teacher input

Read *Swimmy* and talk about how it would feel to be a fish and to live in the ocean. Encourage children to use descriptive words as they imagine the sounds, sights, smells, and feel of underwater life.

procedure

In small groups of 2-3 at a time, have children create a mural of underwater life with fish shapes and paint. They can paste small pieces of colored tissue scraps and bent pipe cleaners to the "floor" of the ocean to resemble shells and coral. When mural is dry, glue cellophane across the length of the mural to give a 3-D visual effect. (This would make an excellent bulletin board to accompany a unit on the ocean!)

independent learning centers

SCIENCE: Place a small tank with fish on a table for observation. Place a tape recorder nearby for children to describe how the fish moves and eats.

ART: Use watercolor paints on paper plate halves to make tropical fish mobiles. Hang on string and suspend from the ceiling.

MATH: Hide seashells in the sand table for children to discover and match.

LISTENING CENTER: Play recordings of ocean waves and whale songs. Let children dictate a sentence about the special sounds of the sea.

extension ideas

MUSIC: Enjoy a beach blanket day! While each child sits on their beach towel, sing all of the songs and finger plays you know about the sea or water. For example, "Row, row, row your boat," "A sailor went to sea, sea, sea...," or "I caught a fish alive!" in the resources section.

SCIENCE: Bring in equipment used for underwater exploration, i.e., snorkel, mask, fins, and wetsuit. Discuss uses and importance of each.

ice is nice

skill

Paint, draw, sculpt

materials

Trays of ice frozen with a popsicle stick in each cube, dry tempera, paper

teacher input

Gather children by pretending it's freezing — shiver, "br-r-r-r," rub hands. Encourage them to pretend to be cold too. Recite poem:

I slip and I slide on the slippery ice
I skid and I glide, oh isn't it nice!
To lie on your tummy and slither and skim
On the thick crust of snow where you skid as you swim.

Talk about ice. Encourage children to tell where it comes from, how it is made, how long it will last. Say they will be making ice pictures today. Transition to small groups.

procedure

At the art center provide paper and "ice brushes". Sprinkle dry tempera on the paper. Allow children to paint with ice and observe the results.

independent learning centers

SCIENCE: Provide ice cubes and paper cups. Allow children to place them in different areas — a dark corner, a sunny window, outside, near a heat vent, in the refrigerator. Keep checking to see which cube begins melting first. Talk about what happens and why. Record answers.

MOVEMENT: Provide shoe box tops to use as skates. Play music to skate by.

MATH: Sort pictures into piles that are labeled "cold day" and "warm day".

extension ideas

LANGUAGE: Compose a story about why icicles are "crying." Dictate to someone. This may be done individually or as a group. Illustrate your story. Recite poem:

We are little icicles
Melting in the sun
Can't you see our tiny tears
Dropping one-by-one?

MATH: Make a large "picture" that shows the order in which the ice in paper cups melted: first (by heat) second,...never

DRAMATIC PLAY: Act out: Walking in a snow storm, walking on ice, climbing on an icy hill, and making a snowman.

ART: Freeze and bring in a large block of ice. Explore it, chip it, paint it.

mold me

skill

Paint, draw, sculpt

materials

Water-based clay, newspaper, tongue depressors or other small wooden tools, sponges and water for clean up

teacher input

Many children may come to school with some experience with playdough or baking dough. But pottery clay has a unique sensory delight of its very own as it can be pounded and squished through the fingers! It also has the advantage of hardening if left to dry so that special creations may be preserved and painted.

procedure

Cover tables with newspaper. Give each child a small ball of clay. Encourage them to experiment to find out what the clay will do as they poke, push, and stretch it into many forms. Wooden sticks can be used to supplement finger manipulation as children explore the clay. The emphasis is not on making a recognizable object. Children should be encouraged for their own efforts no matter how simple. Let children help clean up the area when finished.

independent learning centers

SCIENCE: Display the various forms of clay for children to see and feel: dry clay flour, moist clay and hardened clay. Add water to dry clay and observe what happens.

ART: Bring in a selection of pottery (small bowls, vases). Examine the designs painted or etched on the clay. Later they may wish to paint their own clay sculptures with original designs.

extension ideas

COOKING: Combine ingredients to make bread dough. Bisquick works well. Give each child a ball of dough to manipulate. Compare the feel of baking dough with children's experience of clay work.

MATH: Roll balls of clay into varied sizes. Weigh the balls on a balance scale and use terms such as heavy, light.

LANGUAGE: Roll strips of clay and form letters. When hard, hang as a mobile.

snowy day

skill

Paint, draw, sculpt

materials

Dark construction paper, glue, white paint

teacher input

Gather children using snowman puppet (white sock, stuffed, tied with yarn at "neck", decorated). Recite poem:

Snow makes whiteness where it falls
The bushes look like popcorn balls
And places where I always play
Look like somewhere else today

Repeat several times until children get the rhythm and idea. For children who have never experienced snow, use pictures and lots of conversation about the qualities of snow. Let children know that they will make snow pictures. Float like snowflakes to small groups.

procedure

In the art area, provide dark paper and white paint to make "snowy day" pictures. Allow children to paint snowy bushes and trees as they like. Tell them they will add popcorn "snow" when the pictures dry.

independent learning centers

SCIENCE/COOKING: With adult help, allow children to make popcorn. As it pops, talk about what is happening — heat, energy produced to make corn "pop." Ask how the popping corn might look like snow falling. Talk about weight, light vs. heavy, and movement. Set aside to cool.

MATH: Beforehand, make simple snowflake designs (2 of each). Use heavy paper and laminate. Remember all snowflakes have six points. Use snowflakes to play a matching game.

LANGUAGE: Have books about snow out to look at and enjoy. Provide chalk and dark paper for "snow writing." When snow pictures are dry, provide popcorn and glue to add "snow " to bushes.

extension ideas

DRAMATIC PLAY: Pretend to be a snowman being built and then melting in the sun.

MATH: Use same simple snowflake design cards for a memory game.

ART: Add liquid detergent to white tempura paint. Paint on clear plastic or paper laid over a table.

color-falls

skill
Paint, draw, sculpt

materials

Book: *The Rainbow Fish* by Marcus Pfister, different colors of tempera paint powder including white, colored and white paper, sequins, glitter

teacher input

Gather children and share the book. Create excitement about making colorful waterfalls for rainbow fish. "Swim" to centers.

procedure

In art center, provide white paper and several colors of paint mixed to different consistencies. 👀Encourage children to dip brushes in paints and deposit a big blob at the top of the paper. Watch the paint trickle or "rain" to bottom of paper. Repeat until you have a "color-fall" or rainbow falls. Use white paint to create "spray": you may dip hands in white paint and apply to bottom of falls to give a spray effect.

independent learning centers

LANGUAGE: Provide paper, markers, glue, glitter to make a rainbow fish. Draw and cut out fish for your "color-falls".

WATER TABLE: Provide sieves and other containers to pour waterfalls. Add drops of color to the water.

SCIENCE: Make Jell-O of various consistencies. Watch it run. Use a timer to time how fast it runs.

extension ideas

ART: Make splatter paint pictures. (This is very messy. It is fun to do outside). Provide large sheets of paper, fingernail or toothbrushes, paint. Dip in paint and use thumb to splatter paint over paper. You can also splatter paint by brushing a toothbrush across a mesh sieve or screen.

LANGUAGE: Read *Fish Is Fish* by Leo Lionni. Tell a fish story to someone.

SCIENCE: Explore a real (dead) fish. Rub the scales, look in the mouth, cut it open. THROW AWAY!

adventures in color

skill

Express ideas and thoughts in creative ways

materials

Book: *Not in the House, Newton* by Judith Heidi Gilliland, markers and crayons especially red, colored and white paper

teacher input

Gather children and share book. This is a story about a boy with a magic red crayon who draws red things which become "real". You can create your own story about things you can draw that you wish to be real. Example: with yellow a banana to eat, the sun to warm, a balloon to fly, a flower to sniff.

procedure

At language center talk about colors that "match" with certain things. Allow children to choose one color and draw some things they would like that comes in that color. (May compile pictures into a color book).

independent learning centers

ART: Provide paper and one color of paint to make a "red" picture or "blue" picture.

SCIENCE: Look through magazines for pictures of things in nature that come in certain colors — food, plants, animals. Cut out and paste on matching colored paper.

extension ideas

LANGUAGE: Read *Hailstones and Halibut Bones* by Mary O'Neill. This is a beautiful book to use over and over. Poems are written around colors, rich with feelings.

ART/DRAMATIC PLAY: Have a color day. Wear something that color. Talk about how that color makes you feel.

one of a kind

skill

Express ideas and thoughts in creative ways

materials

Large paper snowflakes, sample fingerprints on paper, drawing paper, stamp pads, markers, fingerpaint made from Ivory Snow flakes and water, clay, scissors, colored paper scraps, glue

teacher input

Show children the snowflakes and explain that one of the special features of a snowflake is that each is original or one of a kind. Display the fingerprints and discuss how no two people have the same fingerprint — that means each person is unique and original!

procedure

Have a variety of materials available for children to make their own creations. Stamp pads and markers for fingerprint drawings, "fingerpaint" made from Ivory Snow flakes and water for snowflakes, also have clay for molding, scissors, paper scraps, and glue for creating. Encourage children to use a combination of materials. Originality is the goal.

independent learning centers

ART: Limit the number of activities in which children use the same steps to make the same item; increase the use of open-ended art materials for children's free exploration and self-expression.

SCIENCE: Display items found in nature such as leaves or flowers. Examine with magnifying glass to see unique features.

extension ideas

MUSIC: Encourage children to create original songs or fingerplays. Use simple instruments to create original melodies.

SCIENCE: Expose children to original, great works of art through slide presentation. While their understanding of the works will be limited, it will be apparent that each artist has a unique style. Museums are an excellent source of these slides.

imagine that

skill

Use imagination for dramatic play

materials

Assorted scrap materials that are interesting in color, texture, shape or form

teacher input

Gather children around the rug. Select an item from the scrap pile. Brainstorm about what it could be. For example, you could pretend that a brightly colored scarf is a parachute, or a butterfly, or a flag, or a painting. It is the normal tendency of the child to turn every object into something else. The objective is to generate as many different creative ideas as possible. The teacher will have daily opportunities to encourage this spontaneous symbolic play without a formal lesson plan. A well-exercised imagination is essential to creative problem solving! Accept every suggestion.

procedure

In small groups, allow children to select props and use them in imaginative ways - perhaps they will make a beard or snowball from a bunch of cotton balls; a pet cage from a fruit basket. Have fun!

independent learning centers

LANGUAGE ARTS: Offer book selections that highlight the imagination, such as *Where the Wild Things Are* or *In the Night Kitchen* by M. Sendak.

ART: Have children draw imaginary characters for a story. Teachers take dictation for the story ideas.

HOUSEKEEPING: Create a dramatic play center such as fire station, beauty salon.

extension ideas

MOVEMENT: During transitions to various activities, imagine different ways to move if.....we lived in outer space, if we lived underwater, if we were animals in the zoo.

DRAMATIC PLAY: Provide a simple stage and various kinds of puppets. (Initially, puppet shows by four-year olds will tend to be repetitive, silly and require the guidance of an teacher. But over time, the teacher's efforts in providing this creative outlet will be worthwhile).

stack 'em

skill

Construct 3-D objects using a variety of materials

materials

Book: *Three Little Pigs*, a fairy tale, small jewelry boxes of varied sizes with lids, glue, tempera paints

teacher input

Read or retell the story of the *Three Little Pigs*. Discuss the materials they used to build their houses: straw, sticks and bricks. Tell them that today they will build with small boxes.

procedure

Children stack and glue boxes and lids to make interesting structures. When dry, let children paint them. To add additional interest, these box sculptures can be decorated with scrap objects, such as colored paper, buttons, or styrofoam packing chips.

independent learning centers

BLOCK AREA: Display pictures of beautiful architecture (i.e. bridges and castles) to inspire block building. Through observation and experimentation, children learn about symmetry, balance, and measurement.

MATH: Measure the height or length of box sculptures with yarn or fingers. Encourage measurement vocabulary, such as "long," "wide," "high".

extension ideas

FIELD TRIP: Take a walk around the block and look at the different structures in the neighborhood. Discuss how they are decorated.

MOVEMENT: Have children move slowly to music, twisting and bending and moving arms and legs. When the music stops, they must FREEZE, becoming people sculptures!

ART: Use clay to sculpt interesting shapes. Press objects — paper clips, shells, forks into them to decorate.

city life, country life

skill

Construct 3-D objects using a variety of materials

materials

Book: *Abuela* by Arthur Dorros (this is a charming book about a child and her Spanish-speaking grandmother who "fly" around the city); blocks, clay or plaster of Paris, paper maché, little cars, plastic or paper trees, paints, a large piece of plywood

teacher input

If possible, take children on a walk around your neighborhood. Look at picture books that reflect your neighborhood. Read *Abuela* at large group time. Talk about the sights they see and the difference between real and imaginary happenings.

procedure

After experiencing your neighborhood in some way, take the next few days to create a model as a group. Use plywood base, paint background, add clay or paper mache hills, roads, ponds; build block houses, add little cars and "vegetation". Note: Make board only as large as you can easily move.

independent learning centers

ART: Paint background for a city, suburban, or rural area. Pick what suits your setting. Add buildings, cars, buses, houses or apartments, farms, pastures.
MATH: Provide small blocks and pattern blocks for building on tables. See how much area can be covered by different arrangements of blocks.
WATER TABLE: Provide boats and water and water animals for play.

extension ideas

LANGUAGE: Bring in a variety of maps to look at. Try to draw a map of your classroom. Go from your classroom to the playground.
MOVEMENT: Move and follow directions. Step to the left, to the right, walk forward, backward, "around the block", "around curves".
ART: Talk about a bird's eye view" and have children try to paint a picture as if they were looking down from the sky. Cue them by asking: "Can you imagine what the top of your house looks like? Can you look out of a high window and see the tops of cars, trees and people?"

veggies and dip

skill

Create texture using a variety of materials

materials

Assorted fruit and vegetables, tempera paints, styrofoam meat trays, small sponges, newsprint or light colored construction paper

teacher input

Gather children and pass around a few whole vegetables and fruits (i.e., green peppers, oranges, onions). Ask children to use their senses of touch, smell, and especially sight to examine the items. Then, show how each item looks on the inside — veins, seeds, rings. Tell them that they will be using these fruits and vegetables to make interesting paintings or designs called "prints."

procedure

Transition children to small tables and encourage them to use the sponges to spread small amounts of tempera on a piece of fruit or vegetable. (Children may want to dip their veggies directly in the paint on the foam tray, however, spreading the paint thinly will show more of the distinctive features of the vegetable during printing.)

independent learning centers

LANGUAGE: Provide stamp pads and assorted stamps for additional experience with the process of printing.

SCIENCE: Use magnifying glasses to examine how animal and insects "imprint" themselves in fossils. Make "fossil" prints in clay with feathers or bones.

MATH: Make long pattern strips with veggie/fruit printing — pepper, orange, pepper, orange.

extension ideas

ROUTINE: Have some of the same foods for snack.

MATH: Play a guessing game matching a familiar object to its distinctive outline or print (i.e., a key, a comb, a feather).

LANGUAGE: Locate books with illustrations that feature prints, rather than line drawing, painting, or photographs. Expose children to the different types of illustrations without using technical language.

weave a yarn

skill

Create texture using a variety of materials

materials

Book: *Something From Nothing* by Phoebe Gilman, mesh potato or onion sacks or heavy burlap, cardboard square, heavy yarn of varied colors, large dull-pointed tapestry needles

teacher input

Gather children and read the book about a grandfather who lovingly sews items for his grandson. Have children practice the in and out finger movements for stitchery as a finger play. Transition to small tables or a spot on the rug.

procedure

Each child should have a sack (a piece of cardboard placed inside will make it easier to handle). Children can weave the colored yarn in and out to fill the space. They may need your help to thread the eye of the needle or to tie knots of yarn as they begin and end each line of color. Display this colorful stitchery art with pride. (If needles are not available, put tape around the end of yarn.)

independent learning centers

MANIPULATIVES: Use lacing cards and shoe laces for additional practice of small muscle control and eye-hand coordination.

DRAMATIC PLAY: Set up a make believe tailor shop. Children can pretend to sew clothes or repair torn items.

OUTSIDE: Using a chain-link fence, provide cloth or ribbon to weave.

extension ideas

MOVEMENT: Let children use colorful streamers or scarves to weave in and out of the circle as they move to the music.

LANGUAGE: Read *The Quilt* by Ann Jones. Display an example of quilting and talk about how the cut fabric and stitches create colorful designs. Invite parents to bring in quilts they have made.

ART: Provide squares of stiff paper. Paint or color on them. Attach with the tape to form a "quilt" wall hanging or mount squares on foam core.

i spy

skill

Create drawings using real or 3-D objects

materials

Book: *I Spy* by Linda Hayward, a variety of objects that are easy to dras (e.g., plastic animals, fruit, cars) one per child

teacher input

I Spy is a book of famous art used as an ABC book. "I spy with my little eye something that begins with A." Share some of it with children. It is too much for one sitting, but is good for encouraging children to look for items in pictures. It is almost like "hidden pictures".

procedure

Use book again at language center with a small group so that they can really investigate the pictures. Have children choose an object our of a box and guess the beginning letter of the item. Provide paper and markers and encourage children to draw the object. Stress the importance of "drawing what you see".

independent learning centers

MATH/DRAMATIC PLAY: Play "I spy" with a small group. Use words to describe what you see that friends can guess what it is. Tell shape, color, what it is used for, but don't tell what it is!

ART: Provide paper and black paint. Paint a black and white picture. After it dries, use markers or crayons to color it.

extension ideas

ART: Put a ¼ inch of milk in cups. Add food coloring. Paint a design on a piece of bread using Q-tips, then toast it and eat!

LANGUAGE: Read stories of famous artists. See if you can tell if their pictures look real or imaginary.

MOVEMENT: If swings are available, place a large piece of paper on the ground under the swing. Lie on your stomach with a marker. Swing gently and let the marker mark on the paper as you swing.

training materials

fun ways to paint

BRUSH PAINTING

Different kinds of brushes can be used for paintings. Some unusual ones include tooth, bottle, hair, food, and straws from a broom.

BUBBLE PAINTING

Liquid soap and water are put in a bowl that is about 8 in. across the top and coloring is added. The children are given straws and encouraged to blow many bubbles in the bowl. When bubbles rise over the top, a piece of absorbent paper is placed over the bowl. The paper breaks the bubbles, and the design is printed on the paper with the top of the bowl as the border. (This activity is appropriate for children who can blow into a straw. Younger children may suck on the straw and get the soap mixture into their mouths.)

CRAYON PAINTING

The child makes a design on paper with crayons and then "washes" paint over it. The wax resists the paint.

DOILY PAINTING

A paper or plastic doily is placed on a piece of butcher paper. Paint is brushed over the doily. When the doily is lifted, a design is left. The doily can be used to print onto another piece of paper, too.

DRY POWDER PAINTING

Wads of dry cotton can be dipped into dry powder paint and applied to damp paper.

INK BLOT PAINTING

Paper is folded in half and reopened. A few drops of paint are placed on one side of the paper. The paper is then refolded and pressed firmly. This creates a symmetrical design. Newsprint is best for this experience.

MARBLE PAINTING

Paper is cut to fit the bottom of a shoe box. Marbles are dipped in thick pain, put in the box, and rolled around. Or put the paint directly on the paper first and then add the marbles. Ping pong balls work well, too.

MURAL PAINTING

Children are provided with a long sheet of butcher paper, paint, brushes, and encouragement. They will do the rest.

PAINTING ON DIFFERENT MATERIALS

A number of materials give experience in texture: cloth, paper towels, smooth paper, sponge, glass, plastic, leather, linoleum, egg cartons, aluminum foil, cone-shaped spools, corrugated paper, mailing tubes, paper bags, pleated muffin cups, waxed paper, tissue paper, metal, stone, rocks, and wallpaper.

PAINTING WITH WATER

Children can paint with water on boards, sidewalks, and other large surfaces that water will not damage. They should be given small pans of water and large brushes.

ROLL-ON PAINTING

Some roll-on deodorant containers have a removable ball. Wash container and fill with paint. The children can then roll on the paint.

SNOW PAINTING

The child paints over a picture (greeting cards are good) with a mixture of 1 part Epsom salts and 1 part boiling water that has been cooled before painting. Evaporation leaves crystals.

SPLASH PAINTING

Dripping paint on a sheet of paper creates a splash painting. The design is duplicated by covering the paper with another sheet and rolling it with a rolling pin.

SPOOL PAINTING

The edges of a spool are nicked for design. A wire is inserted through the spool and twisted to make a handle. The spool is then dipped into thick paint and rolled on the paper.

helpful hints for appreciating children's art

adapted from: *Art Activities for the Very Young* by F. Louis Hoover, Davis Publications, Inc.

Child art has a distinct charm of its own. The most successful examples of child art are honest, forthright expressions of the child's world as he feels it and understands it to be.

Young children do not draw things the way they look to adults. They draw and paint their own world in their own way. It is different from an adult's world.

The very young child is not concerned with using color exactly as it appears in nature. A cat may be green or a house purple. This element of fantasy is consistent with the exciting impossibilities of fairy tales.

It is almost impossible to pretend to enjoy child art. We must genuinely enjoy child art in order to encourage its growth and development successfully.

Through our actions and attitudes, we convince young children that we have complete faith in their ability to express their own ideas in their own way.

To encourage children's creative art expression, avoid patterns, stereotyped cutouts, and coloring books. They block the development of a young child's creative powers.

Art activities should be a creative experience which requires original thinking, planning, and doing.

Young children are proud of their creative art expressions and need our approval for further development. Proudly display their work at school and in the home.

Avoid drawing for a young child in order to "help her." This impedes creative development and makes her dissatisfied with her own efforts.

Avoid pushing a child who is still in the scribble stage. This only slows progress toward the next developmental stage.

Children do not create at the same rate of speed. Some are slower than others in developing original ideas. Unfinished work should be left where a child may work on it when he wishes to do so.

Be referring to children's scribbles as designs, the young child has a real answer to the inevitable question by adults: "What is it?" The young child answers, "It's my design."

Encourage children to verbalize about their paintings and other art expressions. Talking about their work seems to give them greater confidence — especially when the listener shows a genuine interest in the child's work.

Young children determine the size of things they draw and paint by the importance they wish to give them. A flower may be larger than a building because the flower is more important to the child — as it is to many professional artists.

Yes, all young children have the potential for creative expression. It is the responsibility of parents and teachers to provide opportunities for this potential to develop as fully as possible.

recipes

BEADS

½ c salt
¼ c water (heated)
¼ c cornstarch
food coloring (optional)

Dissolve salt in heated water, stir in cornstarch and food coloring. Knead until smooth. Pinch off small amounts, form into shapes, stick small dowels or pencils through them, and place on waxed paper. When beads are dry, slip off sticks and thread onto yarn.

SALT CERAMIC

½ c cornstarch
½ c boiling water
1 c salt

Mix ingredients in top of double boiler. Cook, stirring constantly, 2 to 3 minutes, until so thick that mixture follows spoon in stirring. When consistency of bread dough, dump onto waxed paper to cool. Knead hands several minutes. Store in airtight container.

SALT BEADS

Use salt ceramic recipe, but add 1 tsp. Of food coloring. Roll into balls. Use toothpick or nail to make holes. Let dry and then string.

EARTH CLAY

Put desired amount of water in earthen jar. Gradually add clay powder, stirring until mixture reaches consistency of sticky bread dough. et stand overnight. Knead powder into clay until desired consistency.

PEANUT BUTTER CLAY

1 ½ c peanut butter
1 c powdered sugar
1 c powdered milk

Combine ingredients. Knead to desired consistency.

CORNSTARCH FINGERPAINT

½ c cornstarch
4 c boiling water

Dissolve cornstarch in cold water. Add to boiling water and stir. Let mixture come to boil again. Cooling causes paint to thicken slightly.

SALT AND FLOUR FINGERPAINT

1 c flour
¾ c water
1 ½ c salt
coloring

Stir flour and salt into water. Paint will have grainy quality.

LIQUID STARCH FINGERPAINT

Pour liquid starch on damp surface.

STARCH AND GELATIN FINGERPAINT

½ c laundry starch
1 envelope unflavored gelatin
½ c soap flakes
1 c cold water
2 c hot water

Combine laundry starch and ½ c cold water in saucepan. Soak gelatin in 1/4 c ld water. Add hot water to starch mixture and cook, stirring constantly over medium heat, until mixture comes to a boil and is clear. Remove from heat and blend in softened gelatin. Add soap flakes and stir until mixture thickens and soap is thoroughly dissolved. Makes about 3 cups.

PUDDING FINGERPAINT

Instant or cooked pudding may be used for a difference experience. When painting with food, explain to the children, "Today we're fingerpainting with pudding. Another day we will have it for snack." All fingerpaints should be stored in tightly covered jars and in a cool place.

ORNAMENTS

1 c cornstarch
1 ½ c cold water
2 c baking soda

Mix dry ingredients. Add water all at once and stir until smooth. Cook over medium heat, stirring constantly until consistency of cookie dough. Roll out and cut with cookie cutters. Bake at 300 for 10 minutes. Paint with bright water colors. If cookie dough starts to dry out, wet hands and work the dough.

GLARCH

1 c Elmer's glue
1 c liquid starch

Pour liquid starch over glue and gently fold together with a spoon. Once glue solidifies, pour off extra starch. Glarch becomes harder and more rubbery as it is worked. Once it is quite solid, rinse under cold water to remove starch.

BASIC FINGERPAINT

Tempera paint should be used for coloring in this section, food coloring really stains hands, clothes, tabletops.

method 1

3 c soap flakes (such as Ivory) water

Put soap in medium-sized bowl. Gradually add water. Beat with a rotary or electric beater to a soft, smooth consistency that holds a peak. Color, if desired.

method 2

1 c laundry starch
2 c hot water
1 c cold water
1 c soap flakes
few drops of glycerin

Moisten laundry starch with cold water. Add hot water and cook until thick. Remove from heat and add soap flakes and few drops of glycerin.

method 3

1 c flour
3 c cold water
1 tsp salt

Mix together in a double boiler — flour, salt, and cold water. Cook until thick, beating with an eggbeater or electric mixer.

COOKED DOUGH-CLAY

2 c flour
4 tsp cream of tartar
2 T oil
1 c salt
2 c water
food coloring (optional)
spice such as cinnamon or cloves for scent (optional)

Mix flour, salt, and cream of tartar in heavy aluminum pan. Add and mix water, oil, color, and spice. Heat on stove 3 minutes or until mixture pulls away from pan. Remove from heat and knead immediately. Store in airtight container. Clay keeps for several months.

FLOUR-SALT DOUGH

1½ c flour
½ c water
food coloring (optional)
½ c salt
¼ c vegetable oil

Mix flour and salt. Slowly add water and oil. Knead well. Store in refrigerator in closed container or plastic bag. Can be baked at 225° F for 2 hours. Color or decorate, if desired.

CORNSTARCH DOUGH

1 c cornstarch
1⅓ c cold water
2 c salt

Mix salt and ⅔ c water in pant and bring to a boil. In separate bowl, stir cornstarch and remaining water thoroughly. Combine mixtures and cook over low heat for several minutes. Turn onto lightly floured surface and knead well. Store covered in refrigerator.

SAWDUST CLAY

6 c sawdust
water (boiling)
5½ c flour
2 T salt

Mix ingredients. Gradually add small amounts of boiling water. Blend thoroughly until mixture resembles stiff dough. Store in cool place in damp cloth or aluminum foil. Keeps about a week.

OOBLICK

2 c warm water
3 c cornstarch

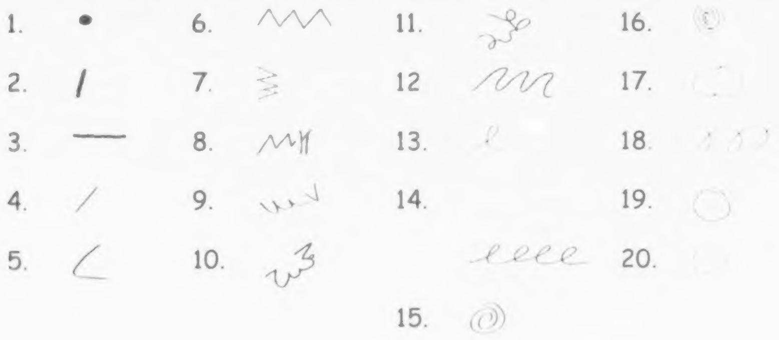
Mix ingredients with hand in a bowl. It becomes solid when resting, but turns into liquid when handles. The warmth of the hands produces the change.

artistic growth stages

Dr. Verle Mickish © 1997

I. SCRIBBLING (2 TO 4 YEARS OLD)

A. Basic developmental scribbles: (12 months to 24 months)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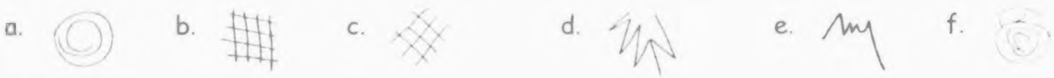
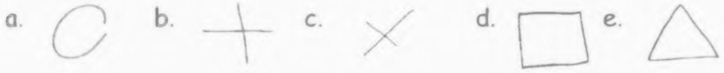
B. Disordered Scribbling/Random (2 years old)

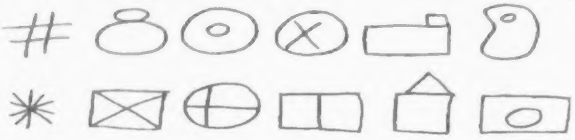


a. circular
b. horizontal/vertical
c. lateral
d. horizontal pyramidal
e. vertical pyramidal
f. random

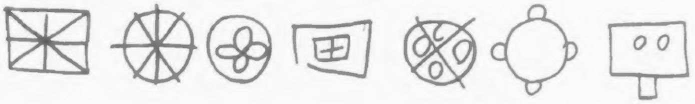
C. Diagrams (3 years old)



D. Combines: Diagrams combined with each other (3 years old)



E. Aggregates: combination of three or more diagrams (3 years old)



THREE MAJOR DIVISIONS OF SCRIBBLE DEVELOPMENT ARE:

1. DISORDERED: Begins with random marks without pattern or visible control; more kinesthetic than visual significance for the child at this developmental point; no effort to make recognizable objects; sheer delight in movement and making marks. Motions are usually as large as the sweep of the child's arm/shoulder can make them — immediate gratification.

2. CONTROLLED: As motor control improves the scribbles become more ordered and controlled; time spent in repeating same shapes over and over again. Circles may appear frequently, still no relationship to recognizable objects. Lines are usually continuous rather than dots or small differentiated repeated patterns, since to do the latter, the child would have to take his hand off the page.

3. NAMING: Child begins to name his scribble indicating the beginning of the visual symbolizing process. Still no great resemblance, however to objects from reality. Mental activity experiences transformation from a purely kinesthetic experience in terms of motions to one of imaginative conceptualization in terms of pictures.

Adults should not try to find visual reality in the child's pictures or attempt to read into the scribbles their own interpretations. Child decides when the drawing is complete.

MATERIALS AND PROCESSES APPROPRIATE FOR SCRIBBLE STAGE
Materials should be simple and easy for the child to manipulate. The following are desirable:

1. PAPER: White or light colored. Do not attempt to economize by giving the child old newspapers, for it is essential that he be able to see contrast with his scribbles hence, the light paper and dark drawing tool.

2. CRAYONS, CHALK, PENCILS, AND FELT TIP PENS: They should be dark colored or black and big enough for him to handle easily.

3. TEMPERA PAINT: Should be thick consistency

4. BIG BRUSHES: Bristle. $\frac{1}{4}$ to 1 inch are good basic sizes

5. CLAY: Plasticine/modeling

6. COLLAGE MATERIALS: Construction paper, magazine cutouts, found objects, fabrics.

COLOR IN SCRIBBLING STAGE: ITS MEANING TO THE CHILD

1. Disordered and controlled: no conscious approach to the use of color, will select colors based on those nearest and enjoyment without any cognitive symbolism intent.

2. Representational changes as they come about should be as the child changes his thinking, feelings and perceptions of objects, not because an adult told him how to draw it.

II. PRESCHEMATIC: AGE 4 TO 7

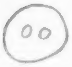
First representational attempts: discovery of relationship between drawing, thinking and environment. Symbolic forms continue to change as the child searches for one that will absolutely define his concept.

A. Common preschematic development of the human forms

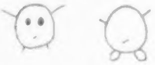
Child attempting to gain a meaningful relationship with the idea of body shape. Later after some success with development of body shape, he attempts further development with the idea of object space (self to environment).

1. Diagram

2. Combines

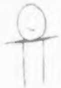


3. Aggregates (age 4)



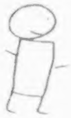
head-foot representation

4. Hairpin Figure (age 4 ½)



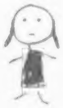
comprehension of body size relationship to head

5. Closed hairpin figure (age 4 ½ to 5)



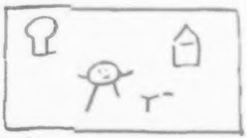
partial comprehension of volume of body, location of arms on body below neck and feel from legs

6. Filled hairpin figure (age 5)



definite comprehension of body volume, placement of arms, feet

B. Space relationship: Objects do not overlap, with no orderly arrangement or objects in space. Self normally center of picture representing idiosyncratic or egocentric attachment.



C. Color: No relationship to nature. Color is according to emotional appeal or proximity

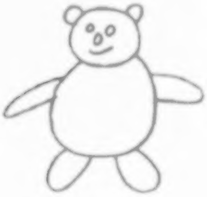
D. Materials: All of the materials listed in the scribbling stage are appropriate plus:

Simple three-dimensional constructions out of such materials as cardboard boxes and scraps of wood.

E. Motivation: Actual experiences based primarily upon recall of something in which the children have all been involved. If possible, do not restrict a certain time of day for art activities, since you condition the individual to thinking art experiences are for special periods of the day, rather than a normal activity.
Research indicates children have less imagination than adults and thus may be more inhibited in their artistic expression than adults, since children have fewer in-depth experiences accumulated from which to draw.

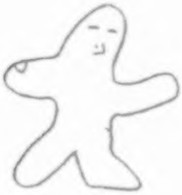
Synthetic expression in two and three dimensional work versus Analytic expression in those dimensions.

1. Synthetic thinking:
   Is an additive process wherein partial impressions are put together to form the whole. Since this type of thinking does not refer to observation, we assume this type of thinking derives from nonvisual experiences.



Clay form

2. Analytic thinking
   Is a process wherein the individual starts with the whole object and pulls out or delineated the parts as he goes. We assume that the thinking underlying this method is basically visual.



Clay form = mass drawing

MUSIC

music

the drum

daddy says the world is
a drum tight and hard
and i told him
i'm gonna beat
out my own rhythm
by Nikki Giovanni

For the young child, music and rhythm are as natural as breathing. We all know how rocking and crooning soothe and comfort young ones, how rattles and bells stimulate and excite. Classrooms come alive with the sounds of music! Whether the beat comes from Raffi or the lyrics from Ella Jenkins, children respond naturally to the emotions and movement stimulated by music. Singing, exploration with musical instruments, movement to music, and background music for rest or transition are just a few ways that teachers help young children experience the form of creative expression called music!

Developing a music program that preserves and encourages this spontaneity is the challenge for teachers. Music is not only an innate and enjoyable activity, but also an effective motivator and aid in the learning process. Children often compose original chants as they engage in physical activity. They enjoy putting rhymes to music. "Up, up, up we go. Up, up, up in a row." As teachers we have used songs and poems to help children learn to count, memorize the alphabet, or recognize colors. Children become aware of word patterns and rhyming words through familiar ditties like Miss Mary Mack or Hickory, Dickory Dock. Good teachers have long been aware that music, like art, is not just incidental, but essential to the early childhood classroom. There are few activities that children engage in that are not enhanced by music or rhythmic patterns. So pull out the drums and sticks and enjoy THE BEAT!

MUSIC SKILLS

- Identify rhythm or beat
- Recognize that sounds can be high and low
- Distinguish among the sounds of several instruments
- Listen and respond to music and songs
- Recognize sounds can be loud or quiet
- Recognize tones going up and coming down
- Recognize the voice as an instrument

feel the beat!

skill

Identify rhythm or beat

materials

Song: "The Ants Go Marching" in the resources section, album of marches, yogurt cups — 2 for each child, clock that ticks, stethoscope, rhythm sticks, drums

teacher input

Gather children and sing any song with a steady beat. "The ants go marching one by one" is a good one. Play and sing as child uses rhythm sticks or yogurt cups (open ends clapped together) to keep the beat. 👥 As a variation, have some march in a circle while others keep the beat. Exchange positions. March to centers.

procedure

In small group, provide stethoscope to listen to heart beat. Exercise and listen to what happens. 👥 Wind up clock and tap fingers to the tick-tock beat.

independent learning centers

MATH: Explore a beat pattern: clap, snap, clap, snap. Try to make a pattern with two colors of blocks.
ART: Paint a "March of ants" with black paint. Use very big paper for a long march.
MUSIC/MOVEMENT: Play other march music and move to the beat.
BLOCKS: Make a "long trail" of blocks for ants to march on. You can use blocks or pieces of cardboard.

extension ideas

SCIENCE: Make "ants" out of 3 sections of an egg carton. Paint, add legs and antennae. Get an ant farm so that you may observe the ants "marching".
LANGUAGE: Look at books about ants. Use black markers to make ant tracks.
MUSIC/MOVEMENT: Have a march around school. Use home-made instruments to keep the beat.

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climb up, fall down

skill

Recognize that sounds can be high and low

materials

Rhyme: "Jack and Jill" in the resources section, musical triangles or whistles, drums, markers

teacher input

Gather children and sing "Jack and Jill" several times, until most children learn it. Play triangle during first two lines and children "climb the hill". Then play drum for last two lines as the children "fall down the hill". Point out high sound of triangle and low sound of drum.

procedure

Sing song again and show with hands when music "climbs up high" and "falls down low". Allow children to act out with arms and then with bodies. Have some children play instruments as others act. Use props such as a bucket and big blocks for a hill.

independent learning centers

ART: Use paper and markers to draw the song "climbing up" and "falling down".
LANGUAGE: Provide music notation paper for children to draw Jack and Jill.
SCIENCE: Explore sounds with glasses of water. Fill six or more glasses with various amounts of water. Tap glasses with a spoon and listen to the high and low sounds.

extension ideas

ART: Make drums out of cardboard boxes (oatmeal boxes are good).
SCIENCE: Talk about animals that make high or low sound: birds, crickets, kittens, cows, lions, gorillas. Use a tape recorder to make animal sounds and listen and guess the animal.

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do you hear what i hear?

skill

Distinguish among the sounds of several instruments

materials

Book: *Crocodile Beat* by Gail Jorgensen, rhythm sticks, bells, drum, sand blocks, tambourine, triangle

teacher input

Gather children and share the book. Use various instruments to imitate the animal sounds. Encourage children to join in, making sounds with their voices.

procedure

Next, hide the instruments behind a screen (box or flannel board). Ask one child to come behind the screen and play one instrument while the class sings:

[♫Tune: *Are you sleeping?*♫]
Here is Johnny, Here is Johnny
What will he play? What will he play
Listen now to Johnny, Listen now to Johnny
Play, Johnny, play
Play, Johnny, play

Guess the instrument and take turns. After children learn this game, one may be designated "conductor" and a small group can play on their own. If remembering instrument names is a problem, add pictures or symbols to the screen.

independent learning centers

ART: Provide clay or scrap materials for fashioning a unique instrument. Have children describe how to play it.
LANGUAGE: Encourage children to create an original song to play on their instrument.

extension ideas

DRAMATIC PLAY: Create a jungle in the dramatic play area. Tape some sounds of different animals made by children.
ART: Paint and cut out (or make a mural of) the jungle animals. Display in jungle center.
MATH: Sort animals into sets: Friendly/unfriendly, loud/quiet, ground/tree dwellers.

make a joyful noise

skill

Listen and respond to music and songs

materials

Shakers made from small juice cans and dried beans or pasta, masking tape, musical selections with a strong beat

teacher input

Gather children in a circle on the rug. Play a pattern clap game with a strong clap on one accent, such as clap-clap-CLAP, clap-clap-CLAP.

procedure

Pass out the shaker cans and turn on the record or tape. Let children shake to the beat. Add large muscle movements, e.g., shake high, shake low, shake side to side.

independent learning centers

LISTENING CENTER: Set up a listening center with earphones and musical tapes with varied rhythms and musical instruments.
MOVEMENT: Play different music selections; march, gallop, skip, tiptoe, slide to the music.
DRAMATIC PLAY: Create a stage and have a "shaker band". Dance to the music.

extension ideas

ART: Make simple musical instruments with sticks, oatmeal box drums or sandpaper wrapped around wooden blocks. Have a parade!
LANGUAGE ARTS: Imitate the sounds of the environment that have a steady beat, e.g., clock ticking, water dripping, or windshield wipers swishing.

sing a rainbow

skill

Listen and respond to music and songs

materials

Book: *I See a Song* by Eric Carle, Song: "I Can Sing a Rainbow," below, paint, paper, colored streamers or scarves, recorded music without words

teacher input

Gather children. Ask questions about music. How do you hear music? Share the book about a man who can see and paint music! He paints colors when he hears music. The music reminds him of colors and how it makes him feel. You really have to use your imaginations!

procedure

Song: *Red and yellow and pink and green,*
Purple and orange and blue.
I can sing a rainbow, sing a rainbow,
Sing a rainbow, too.

Listen with your eyes, listen with your eyes.
Sing with everything you see
I can sing a rainbow, sing a rainbow
Sing along with me.
(Repeat first 4 lines)

independent learning centers

ART: Play music and provide paint and paper for children to respond to the music. Vary the music and see if painting response changes.
LANGUAGE: Learn the song "I can sing a rainbow." Talk about imagination. Is it possible to "sing a rainbow"? Can you draw a rainbow?
MATH: Use colored strips of paper to construct a rainbow: red, yellow, pink, green, purple, orange, blue.

extension ideas

MUSIC/MOVEMENT: Use "rainbow" scarves to move music.
MATH: Use sticks or drums to chant the rainbow pattern.

shouts and whispers

skill

Recognize sounds can be loud and quiet

materials

Recordings of lullabies and active songs, tape player with recorded sounds: sirens, brass quartet, whispers, shouts, quiet violins or harps, loud machines, quiet wind chimes, cymbals, triangles, drum, wood blocks

teacher input

Gather children and sing a favorite song. "John Jacob Jingleheimer Schmidt," in the resources section is a good one to show loud and quiet. Children confuse this concept with high and low. Give examples but don't expect complete recognition of differences. Have fun clapping hands loudly and tapping fingers quietly. Think of other actions that can be loud or quiet (stomping, tiptoeing, shouting, whispering). Tiptoe to centers.

procedure

At dramatic play center, play records of loud and quiet music, or play pre-taped sounds. Encourage children to signal if they think it is loud (cover ears) or quiet (hold fingers to lips). Move to music that is loud or quiet. Match motions to music.

independent learning centers

SCIENCE: Explore the sounds of rhythm instruments. Predict which may be loud or quiet: drum, cymbals, triangles, wood blocks.

ART: Paint pictures in "loud" colors and "quiet" colors.

LANGUAGE: Talk about animals that make loud "growls" or quiet "peeps". Look up some books about animals. Or write "loud" and "quiet" on 2 sheets of paper. Cut out magazine pictures of things that are loud or quiet and glue the appropriate page.

extension ideas

FIELD TRIP: Take a class walk to listen for sounds. Describe and/or draw pictures of sounds you hear.

MUSIC/MOVEMENT: Play a guessing game: Act out movement of an animal and have children guess if it might sound loud or quiet.

LANGUAGE: Have 5 seconds of shouting (perhaps outdoors) followed by 5 seconds of absolute quiet. Describe how it feels or what you think about it. Does one time period seem longer?

step songs

skill

Recognize tones going up and coming down

materials

Book: *How Things Work* by Richard Scary, xylophone, keyboard or step belles, step stool, metal pipe in various lengths

teacher input

Choose a "step song" like one of the following:

UP	*A round little pumpkin grew in the sun,* *He grew and he grew into a big, big, one* *He grew and he grew and then on Halloween* *He was the biggest jack-o-lantern I've ever seen*
DOWN	*Leaves are falling, falling down — red and yellow, orange and brown* *Snow is falling, falling down — blowing, snowing, touch the ground*

Play up the scale, beginning on C, sing up the steps of the scale and down again. After you learn a scale, walk around in a circle, trying to step each time the music "steps." 👀Encourage children to sing faster so they can step on each note change.

procedure

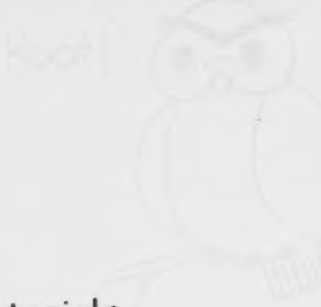
Take a small group of children to a set of steps. If possible, take the xylophone, if not, use your voices to sing the steps. 👀Try walking up as the music goes up and down as the music goes down.

independent learning centers

BLOCKS: Build a staircase with blocks. Make signs that say "up" and "down".
SCIENCE: Talk about escalators and look in book to see how they work. Ask beforehand where they think the stairs might go, where they come from.
MATH: Fold strips of paper into stairs: in, out, in, out (or over, under). If you can, write some numbers on the "steps".

extension ideas

MUSIC/MOVEMENT: Construct homemade chimes. Hang forks, spoons, metal beaters, or tongs from coat hanger. Strike with another spoon.
SCIENCE: Ask a building supply store to cut several pieces of pipe in various lengths. In class, rest the pipes on pieces of sponge at each end. Strike them in the middle with a spoon and arrange them from low to high. Try to predict whether a short pipe will produce a higher or lower sound.



many voices

skill

Recognize the voice as an instrument

materials

Book: *The Happy Hedgehog Band* by Jill Barton, tape recorder and empty tape, any books about animals who live in the woods, a variety of instruments

teacher input

In large group share the book. Let children know that a hedgehog is the English version of a porcupine. You may use any book with a variety of animals that live in the forest and sounds. Encourage children to use their voices to make different sounds. Our voices are our very own musical instruments.

procedure

At language center, set up tape recorder and record sounds of animals made with the voice: rumble growl (bear), hoot (owl), click (cricket), ribbit (frog), chirp (bird), buzz (bee), slap (beaver).

independent learning centers

ART: Use clay to make animals. Make trees with clay, sticks, green tissue and let dry. Set up a forest for animals.

MATH: Sort plastic animals or pictures of animals into forest, zoo or farm sets.

BLOCKS: Build habitats for wood animals.

extension ideas

SCIENCE: Look in books and magazines for animals. Talk about why animals use their voices: communication, protection, identification. Try to use your voice without words to "talk".

MUSIC/MOVEMENT: Hum a song. Hold hand on throat to feel the vibration. Pluck a string instrument or a rubber band to see the vibration. Listen to long strings and short strings. Can you hear any difference?

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Movement

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movement

kick up your heels

A baby's hands wave in the air and suddenly he sees them! The adults in his world exclaim over this early example of body awareness. The process of "learning by doing" has begun.

Children have a natural impulse to be active. If we spend five minutes with a four year old, we know this is true. This need for activity coupled with a growing ability to control motor skills can be the foundation for much of the learning in a four year old classroom. Movement activities should be planned that support functional skills such as hand-eye coordination as well as those which nurture purely creative bodily expression. Children's growing awareness of their physical characteristics, gender, competence, and capabilities directly affects their self-concept. Thus, the teacher's role is to assist children in gaining mastery over their physical environment. When a child's self-concept is positive, her interaction with others is positive, and her self confidence grows.

A child's level of motor development is also closely connected to cognitive development. When our bodies "cooperate" we are able to participate in a greater variety of real life activities. We can maneuver our bodies in large and small ways to perform and accomplish many tasks. The development of large motor skills such as jumping, hopping, catching, and throwing typically precedes and enhances a child's emerging small motor controls. For example, the development of the fine motor ability to grasp and move a paint brush directly contributes to the ability to form letters and numbers. Physical manipulation is a young child's primary learning strategy.

As teachers of four year olds we must remember that children develop at different rates. Therefore, we must provide a variety of opportunities for physical development. Opportunities for mastering large and small motor skills are a significant part of the four year old's day and active, energetic fours call for active, energetic teachers!

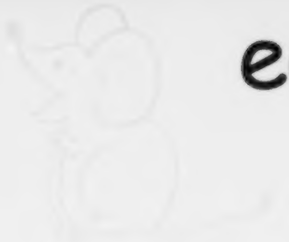
MOVEMENT SKILLS

LARGE MOTOR SKILLS

- Walk up & down steps without support using alternating steps
- Demonstrate ability to throw in a specific direction
- Kick a ball for distance
- Demonstrate ability to hop, jump, and gallop
- Balance on tip toes ten seconds
- Balance on one foot ten seconds
- Bounce a ball to a partner
- Catch object thrown underhand
- Move from one end of balance beam to other

SMALL MOTOR SKILLS

- Construct simple structure with small parts
- Paste objects onto paper
- Color with crayons
- String beads
- Put simple puzzles together
- Draw, trace or copy simple figure/picture
- Cut paper into two or more pieces with scissors
- Cut on straight or curved line
- Cut out simple pictures



eat your vegetables!

skill

Demonstrate ability to throw in a specific direction

materials

Book: *Lunch* by Denise Fleming, large mouse poster with a wide open mouth, bean bags made in shapes of vegetables and fruit: orange carrot, green pea, yellow corn, red apple, blue berry, purple grape

teacher input

Gather children. Share this delightful book. Encourage conversation. Let children know they will have an opportunity to feed the mouse. Set up the poster (you may want to mount it on foam core) and demonstrate tossing the bean bag "food" into his mouth. Have two or three children try it to help determine the lines from which to throw.

procedure

In large group area allow 4 to 6 children to toss "food" into the mouse's mouth. Vary the line on which they stand to avoid frustration. Encourage both underhand and overhand tossing.

independent learning centers

ART: Set out primary and secondary paint colors. Provide paper cut in mouse shape (big tummy). Paint all the food he is eating.

MATH: Use yarn to measure the lengths thrown for bean bag toss.

LANGUAGE: Use book to retell the order in which the mouse ate the vegetables: turnip, carrot, corn, peas, apple, berries, grapes. Draw a picture of his lunch.

extension ideas

SCIENCE: Bring in fruits and vegetables to taste, feel, and smell. Tell your favorites and make a graph.

ART: Make fruit and vegetable prints.

MOVEMENT: Have an"apple toss." Get a partner. Stand close together and toss an apple to each other.

DRAMATIC PLAY: Make mouse ears and have a "mouse luncheon."

dancing feet

skill

Kick a ball for distance

materials

Book: *Dancing Feet* by Charlotte Agell, a variety of old shoes (tap, baby, heels, sport), large balls (rubber or soccer)

teacher input

Gather children and share story about all the things that feet, hands, arms, legs, eyes, noses, ears, mouths can do. Enjoy the action words. Encourage different children to try out actions as you read or discuss. You may substitute any book or song about ways we use the parts of our body ("Hokey Pokey").

procedure

Take a small group outside with the balls. Try three different levels of kicking:

Stationary ball — child stands and kicks.
Stationary ball — child walks or runs to it and kicks.
Rolling ball — child stands and kicks.

Allow for lots of practice and keep it fun, not serious or competitive.

independent learning centers

ART: Paint a background with grass, sky and trees. Paint the bottom of a pair of shoes (small enough to fit your hands). "Walk" on your paper to make designs.

MOVEMENT: Hang balloons from ceiling almost to the floor. Stand close and try to kick one. Be careful to leave lots of space.

MATH: Arrange shoes in pairs. What else comes in pairs?

extension ideas

MUSIC/MOVEMENT: Have a "kick-up-your-heels" dance. Kick to front, side, and back. Kick with a partner. Kick in a line. Leave lots of space so your kicks won't touch a friend.

SCIENCE: Provide glass (not plastic) droppers. Name them for dancers (Dancing Fifi). Fill clear plastic squeeze bottle 3/4 full of water. Suck water into the dropper until it floats upright (vertically) in the water. Replace bottle cap, squeeze bottle and watch the dropper "dance". (In physics this is known as Cartesian Diver).

leap frog

skill

Demonstrate ability to hop, jump, gallop

materials

Book: *Hop Jump* by Ellen Stoll Walsh, large lily pads cut out of felt or other material, music for hopping, jumping (try Mozart!)

teacher input

Gather children and share book. This book is especially good for movement activities when children are at different levels of development. One can always dance when leaping or skipping are beyond skills. Talk about usual "frog behavior" and Betsy Frog's unusual behavior (dancing). Ask for volunteers to demonstrate various moves: hop, jump, leap, turn, twist. ☎☎Note abilities.

procedure

☎☎In large group area, arrange "lily pads" around on the rug (to prevent slipping). Encourage children to jump (2 feet), hop (1 or 2 feet), or leap (1 foot) from pad to pad. Intersperse jumping with spontaneous dancing like Betsy. Play appropriate music.

independent learning centers

ART: Provide paper in shape of lily pads. Use cookie cutters or sponges to print frogs.

MATH: Make picture cards of one foot (hop), two feet (jump), two feet spread apart (leap). Make up a dance pattern: hop, hop, leap or leap, hop, jump. Try it out.

SCIENCE: Observe characteristics of frogs. What enables them to jump so well? Learn some "frog facts" from books. Make a chart together about frogs.

extension ideas

MOVEMENT: Try to learn "Leap Frog". Place two hands in center of a kneeling, bent child's back. Try to vault over. Be sure to keep heads down!

LANGUAGE: On a large piece of paper, draw the path of a leaping frog. Exchange papers with a friend and try to follow the path with a small plastic frog. Use words like "leaping", "jumping", and "hopping" to describe movement of the frog.

shape shadows

skills

Balance on tip toes/one foot for ten seconds

materials

Book: *My Shadow* by Robert Louis Stevenson, strong light (to make shadows), tape of marching music

teacher input

Gather children (preferably on a sunny day). Enjoy the poem, "My Shadow." (The paperback version has wonderful pictures of children from different cultures.)

procedure

Use the spotlight to cast shadows on a wall or sheet. Allow children to make a shadow balancing on each foot, standing on tiptoe, holding a leg or arm out. Another activity is to play marching music: stop the music and give a signal for children to stop and start on one foot; start again, this time march on tip toes. Repeat.

independent learning centers

LANGUAGE: Provide stencils for tracing. Open cookie cutters are good. Try it on black paper to make shadows.

MATH: Count or use a timer to see how long you can stand on one foot. Record results.

ART: In art center have children trace or draw simple shapes on light paper. Cut out the pictures. (Some children may need help). Repeat process on black paper to make "shape shadows". Give help, if needed. Cut out "shadow" and attach to light shapes. This may be a two day process.

extension ideas

MOVEMENT: Go out on a sunny day. Look for shadows. Identify your own. Play music or count to ten as children move. Try to freeze on your shadow without touching another shadow.

SCIENCE: Observe a tree in sunlight different times of the day. Check its shadow. When is it long? Short? Not there at all?

LANGUAGE: Read *Bear Shadow* by Frank Asch. Tell or draw a shadow story.

hot potato

skill

Catch object thrown underhand

materials

A soft ball or bean bag designated the "hot potato", record or music source, real potatoes

teacher input

Gather children in a large circle and explain game. While music plays, pass the "potato" very quickly around the circle. When music stops, the one holding the "hot potato" must toss it to someone across the circle. Try to catch it and begin again.

procedure

[illegible] Notice tossing and catching skills as children play the game. Variations: add another potato so that two are being passed. Play it standing, sitting, or kneeling.

independent learning centers

ART: Provide cut potatoes and make potato prints.

SCIENCE: Explore/investigate potatoes. Look for potato "eyes". Peel and cut potatoes, turnips, apples. Guess which is which. Taste to tell.

COOKING: Cook and mash potatoes by hand.

OUTSIDE: Toss and catch different sized balls depending on children's skill level - beach balls, balloons, soccer balls.

extension ideas

LANGUAGE: Tell riddles and draw pictures:

"What has eyes but cannot see?" (a potato)
"What has arms but cannot hug?" (a chair)
"What has legs but cannot run?" (a table)
"What has hands but cannot feel?" (a clock)

SCIENCE: Bring in sweet potatoes. Compare it with Irish potatoes. Plant them by sticking toothpicks in pieces of the potato and rest them on the edge of a cup filled with water. Be sure the "eyes" are under water. Watch for roots.

hi ho, hi ho

skill

Move from one end of balance beam to other

Marie Singleton, Kiddy Land Preschool

materials

Book: *Snow White,* a fairy tale; tape, props (hats, shovels, nametags with symbols), balance beam

teacher input

Before class, tape lines on the floor from center to center, to playground, bathroom. Gather children and learn song: "Hi ho, hi ho, it's off to work we go". Pucker up and "whistle" or hum the rest of the song.

procedure

Pass out props and pretend to be dwarfs. March off down tape as transition to centers or as a group out to play. Use song frequently as a transition. Observe ability to walk along the tape. Try out the balance beam, "It's on the beam we go". For children who need assistance, put two beams side-by-side first.

independent learning centers

MATH: Think about the number seven. Count. Make or provide "dwarf" props. Match one prop to one "dwarf."
LANGUAGE: Name the dwarfs and discuss what each name means. Draw a picture to represent your favorite dwarf. Let children give themselves dwarf nicknames
DRAMATIC PLAY: Provide mirrors and other props. Play "mirror, mirror". Let one child be queen and one be the mirror to answer. Watch video or read book. Learn the lines.

extension ideas

ART: Cut out mirror frames from stiff paper or cardboard. Paint and decorate so that it is "fit for a queen". Pretend to be the "mirror" as you talk back to the queen.
DRAMATIC PLAY: Two children. One is the "mirror". First child makes a face or performs an action. Other child copies it. Take turns. Perform for an audience.

tee off

skill

Construct simple structure with small parts

materials

Golf tees, styrofoam (from packing), rubber bands, marbles, golf balls, cardboard tubes, tape, small hammers

teacher input

Gather children and show them a variety of materials. Today they will be Game Construction Engineers. Begin with golf tees and styrofoam and show them how to push or hammer tees into styrofoam.

procedure

Provide materials for styrofoam construction at art or manipulative center. This can be a cooperative project. After tees are stuck in, provide marbles and/or rubber bands and ask how children might use them to roll, connect, and balance on top. Allow lots of experimentation.

independent learning centers

BLOCKS: Set up a woodworking center with soft wood and small hammers and nails. Supply safety goggles and moderate supervision.

ART: Provide boxes, paper cut to fit bottom, golf balls or marbles, paint. Fit paper in box, add dabs of paint and roll ball around to create a design. You may also dip ball directly into the paint and roll.

MATH: Make up a game with colored buttons, colored cards, colored pictures. Play with friends.

extension ideas

OUTDOOR PLAY: Use a large cardboard tube as a golf club. Try to "putt" a plastic ball into a circle on the ground (the "green").

MOVEMENT: Sit in a circle of eight. Roll a ball to someone on the other side of the circle.

shoo fly

skill

Paste objects onto paper

materials

Book: *Old Black Fly* by Jim Aylesworth, magazines with bright, colored pictures, large paper, glue, "fly" puppet, "Shoo fly" song in resources section

teacher input

In large group, share the book with children. This is an ABC book about old black fly's places to light (magazine pictures could be used as other spots for him to light). Learn song together and "shoo" old black fly away.

procedure

At language center, provide magazines and scissors. Cut or out pictures, talk about beginning sounds and paste them on black paper. (Paper may be cut in shape of a fly).

independent learning centers

MOVEMENT: Use book to explore and act out action verbs: bothered, frolicked, dances, lapped, nibbled, buzzed. Make kazoos out of combs and tissue or wax paper. Fold paper over comb, press lips tightly to paper and "buzz". It will tickle!

ART/MATH: Count out six legs. Make a black body and glue the legs on your insect. Give him big eyes and tissue paper wings.

SCIENCE: Display the many varieties and uses of glue (glue sticks, bottle glue, rubber cement, contact paper, post-it notes). Make a collage with different materials and different types of glue.

extension ideas

DRAMATIC PLAY: Stock your kitchen with a variety of "food" stuff. Arrange on shelves according to ABC's (beginning sound).

LANGUAGE: Make a class book for ABC's of your favorite foods. Cut out or draw the pictures.

SCIENCE: Use bug catcher and try to catch a fly. Observe. Add sugar water or cubes to cage and observe again. Try other items to see if fly is attracted to them.

a bit of this and that

skill
String beads

materials

Book: *This and That* by Julie Sykes, shoe strings, Fruit Loop cereal, buttons (with large holes), beads, small tube pasta, yarn, masking tape

teacher input

Gather children and share book about a mama cat who collects scraps of this and that from friends to make a "nest" for her babies. Discuss how birds use bits of this and that for their nests. We make quilts and quilted clothes out of material scraps. We can even make jewelry out of odd beads and buttons. Let children know they will have opportunities to create.

procedure

At art center, provide found materials of all sorts to make jewelry. Demonstrate first, then let children string items on shoe laces or yarn with tape around the end to make necklaces or bracelets.

independent learning centers

BLOCKS: String small wooden blocks and beads together (thread spools will substitute).

LANGUAGE: Look at books/ magazines of different cultures. Notice how they use beads and other things for adornment.

extension ideas

SCIENCE: Bring in a real bird's nest. Take it apart and discuss its construction. Make mud and try to construct a nest out of straw and mud. It's hard! Aren't birds amazing?

DRAMATIC PLAY: Bring in stuffed animals and pretend that some are parents and some babies.

spiders

skill

Cut paper into two or more pieces with scissors

materials

Song/Book: *Spider on the Floor* by Raffi, small paper plates/bowls (or something else for spider body), colored paper. string, popsicle sticks, tiny pom poms or raisins

teacher input

Gather children and sing "There's a spider on the floor". Encourage children to act out the song, touching or tickling the spots where the spider crawls!

procedure

In art area, provide bowls, paper, scissors so that children can cut strips for spider legs. Paint spider bodies and attach legs. (Children may need help, staplers work well). Attach strings through the bodies so that children can use their spiders as puppets while singing the song.

independent learning centers

MATH: Provide sticks or stirrers and count the number of legs on spiders. Provide pom poms or raisins and pretend they are "flies." Place a "fly" on each spider leg.
SCIENCE: Look at pictures of spiders and learn about characteristics. What is a web? How does it catch insects?
ART: Have children use a black marker to weave a web on paper and then practice cutting by following the lines around.

extension ideas

MOVEMENT: Bring in a large net. Pretend to be spiders spinning webs or insects caught in the webs. Use spider puppets to act out "Itsy, Bitsy, Spider".
ART: Punch holes in stiff paper or thin cardboard. Use yarn to "weave" your own spider web.

training materials

body movement

## ✦ BODY SHAPE

The body may assume many different shapes which may be classified as round, stretched twisted, or angular. Body control is important in making and changing body shapes. In evaluating the use of body shape, the teacher should look for shapes which challenge the use of the body in a variety of ways.

EXAMPLES: Find a shape that is easy to form with the body, such as the letter "C". Now try another. Talk about the kind of shapes the children made.
Make a rounded shape with entire body. Make a rounded shape with a part of the body.
Can you spring into the air and make a shape?
What shape can you make as you walk, skip, or gallop? Run? Hop? Jump?
Make a shape while standing. While lying on the floor. From what other positions can you make an interesting shape?

IN SPACE: Move in general space and on the signal, make a body shape.
Make a body shape and move in that shape in general space.
Make a shape at the low level, medium level, high level.

WITH FORCE: Make a tight shape. Now a relaxed shape.
Make a strong shape. A gentle shape
Change shapes in a jerky fashion. Now change shapes as smoothly as you can.

✦ LOCOMOTOR MOVEMENTS

Young children must master locomotor movement skills of running walking, hopping, jumping, skipping, galloping, sliding, and leaping before they can play more organized games and sports. Beginning learning experiences should provide the children with an opportunity to explore the movement of their bodies. If guided properly, the children acquire a better understanding of the use of the body in performing skills.

ACTIVITIES: Walk in general space controlling your movements to avoid contact with others.
Walk changing directions. In which direction is it easiest to walk? Hardest? Why?
Walk on your heels, toes, flatfooted, on ice, in mud, on glue.
Run in place. Then run in general space controlling movements to avoid contact with others.
Run changing the length of stride. Take small steps. Take longs steps.
Jump forward, backward, and to the side.
Jump over objects such as bean bags, blocks, in and out of hoop placed on floor.
Hop in general space.
Hop changing directions
Hop over obstacles scattered in the area.
Leap over a low obstacle.
With control in general space while recognizing how the skip, gallop, or slide changes with space available.
Move changing speed as you skip, gallop or slide.

PARACHUTE ACTIVITIES:
Execute locomotor movements while moving clockwise or counterclockwise holding the parachute.
Move in time to the music while moving with the parachute and varying directions, tempo, and so forth.
Do Ring Around the Rosie with parachute.
Play roller ball with parachute.
Perform simple singing games and folk dances while moving with the parachute.

HOOPS:
With hoops placed on the floor children may:
In response to a partner, place different body parts in each hoop.
Roll the hoop in general space.
Roll hoop while moving in different directions
Jump as a rope.
Bounce a ball through a hoop.

RINGS:
Toss the ring onto dowels on a target board.
Toss rings on the leg of a chair turned up.
Toss rings to a partner.

BALLOONS:
Strike it with various body parts.
Control a balloon in self space while standing or sitting.
Hit it to a partner.
Hit it over a net.

BEAN BAGS:
Balance the bean bag on different body parts.
Balance the bean bag on different parts and move that body part.
Throw the bean bag with one hand and catch with the other.
Catch the bean bag with two hands, one hand, other body parts.
Throw the bean bag in the air — do something and catch it.
Exchange bean bag around the body in the medium level, high level, low level

BALLS:
Throw the ball so it hits the wall 5 feet away. Now take a step back and throw again. Continue until you cannot hit the wall.
Throw the ball to a target, to a partner, and try to catch it.
Practice catching balls at various levels.

creative movement

Creative movement is free response to music or suggestion. There is no right or wrong way and no set pattern or form. It should be a successful experience filled with freedom and joy. Your positive and approving attitude helps children to become involved and to feel successful in creative movement.

Basic guidelines to follow in promoting creative movement:

- Child should realize that he doesn't need to do anything that anyone else does; he can do what he feels like doing.
- Explain that it is all right it the child wants to "copy" someone for a start, but should strive to do her own thing.
- Children should be helped to experience the feeling of freedom in movement, of relationship of movement to space, of relationship to others.
- Recognize each child's attempts. Children may often need encouragement in order to overcome self-consciousness. Sometimes it may be necessary to give suggestions at first to get a child started.
- Limits must be set in order to prevent safety hazards, chaos, and misuse of equipment. Have a signal for starting and stopping an activity (musical instrument, hand clap).
- Always stop before the children get tired or tired of the activity.
- Never force a child to participate. Give him a chance to observe and adjust. You may need to stand beside him, take his hand, or just put your hand on him for reassurance.
- Remember children must feel secure before they can move freely.
- Repeat activities often.
- Do not have preconceived ideas about what the results should be.

When giving suggestion or instructions, be enthusiastic and participate yourself. It will be helpful to give big build ups to some activities, change facial expressions, lower or raise your voice. Do all possible to motivate and bring out the creativeness in your children. Make it fun and exciting.

other movement activities

✦ JACK-IN-THE-BOX:	Have the children sit on the floor. Say: Let's play jack-in-the-box. Make believe you're in a little box. Put your head down, cover the box, click goes the cover, tuck in your arms, your feet, make yourself small in your box, and now wind up your box and count to three-one, two, three - and out you pop.' Ready, back in the box, cover the box, make the lid tight." Repeat.
✦ BLOW ME UP:	Have each child choose a partner to "blow up" like a balloon. As the child blows - puff, puff - on his partner's back, the "balloon" pretends to get bigger and bigger and then to float around the room. All the "air" is let out, and down goes the child in a heap. Have the children take turns at being "blower" and "balloon."
✦ MIRROR MOVEMENT:	Two children face each other. One is the mirror and the other moves to music. The child who is the mirror imitates the movements of the other. Then the children change roles.
✦ BEAR WALK:	Assume hand and knee position. Move right legs and right arms, left arms and left legs. Walk slowly, imitating a bear.
✦ ELEPHANT WALK:	Bend forward from waist, allow arms to hang limply, walk forward taking big steps.
✦ ROCKING HORSE:	Stand with hands on hips, and feet astride, lean forward, keeping knees stiff, lift heels from floor, rock backwards lifting toes from floor.

✦ -Hands and knees on the floor.
-Raise one hand in air. Alternate hands.
-Raise right arm and right leg. Alternate legs.
-Raise one leg in air. Alternate legs.
-Alternate arms and legs.
-Slowly move right arm and left leg, left arm and right leg. Move forward.
-Slowly move right arm and left leg, left arm and right leg in a backward direction.
-Still in hand and knee position, move arms and legs sideways. Move sidewise.

✦ Be an egg in a frying pan, crack eggs in pan, slow cook-then turn up heat.
✦ Rise from sitting position on the floor, keeping arms folded on chest.
✦ Stand on each foot for count of five. Alternate feet.
✦ Balance on tiptoes for count of ten.
✦ Walk backward on knees.
✦ Walk forward on knees.
✦ Roll like a football.
✦ Shake like Jell-O.

preschoolers physical development fine motor — manipulative skills

SKILLS The child will	SUGGESTED ACTIVITIES
String beads	During small group time, give each child a bowl of various size beads and several pieces of various length string. Allow children to practice.
Place small pegs in pegboard	During small group time, give each child a bowl of pegs and a pegboard. Allow children to practice.
Hold crayon with fingers, then whole hand	Assemble small group in the art area; give each child a bowl of various size crayons. First, the teacher picks up one size crayon and asks the children to pick up the same size. The teacher will then show how to hold and use the crayon, and then ask the children to do the same skill.
Hold and use large paint brush	Repeat the above activity, using a large paint brush.
Use fingertips to create picture with fingerpaint	Assemble small groups in the art area; give each child a piece of paper and a small amount of finger paint. First, the teacher will demonstrate how to draw a picture with just one finger and then will ask the children to draw a picture using just one of their fingers.
Trace or copy a circle	During small group time, give each child various sizes of circle patterns and a piece of paper. Let child practice. Teacher assistance may be needed to assist holding the patterns.
Draw a circle	After the above activity has been satisfactorily mastered, ask children to draw a circle or hold up a picture of a circle, and ask them to draw a circle like this one.
Cut paper into two pieces with scissors	Assemble small group in art area and give each child a pair of scissors and several strips of paper. First, the teacher will demonstrate how to cut the strips into two pieces; then the children will perform the task.
Trace or copy a square	Repeat above activity, substituting different sizes of squares.
Trace or copy a triangle	Repeat above activity, substituting different size triangles.
Trace simple objects	Repeat above activity, substituting a variety of stencils, letters, numbers, objects, etc.
Cut on straight line with scissors	During small group time, give each child a sheet of paper with pre-drawn straight lines. Assist where needed.
Cut on curve line	Repeat above activity substituting pre-drawn curve lines.
Cut out simple pictures	Repeat above activity substituting old magazines and/or catalogues.
Print some recognizable letters and numbers	During small group time, give each child a piece of paper and a pencil/crayon. Show the group various simple letters and numbers, then ask them to print on like this one.
Print first name	During small group time, give each child a strip with his/her name pre-drawn on it. Cover strip with contact paper so that strip can be used over and over for practice.

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ReƨouRceƨ

booklist

The following is a list of books that appeal to four year olds. You will find many of them included as part of lessons in the portfolio. Page numbers are indicated for reference.

Aardema, Verna		
	Bringing the Rain to Kapiti Plain	
	Who's in Rabbit's House	
	Why Mosquitoes Buzz in People's Ears	
Aesop's Fable		
	Tortoise and the Hare	135
Agell, Charlotte		
	Dancing Feet	241
Ahlberg, Janet and Allan		
	Each Peach Pear Plum	70
	Funnybones	
	Jeremiah in the Dark Woods	
	The Jolly Postman	101
Alexander, Martha		
	Blackboard Bear	
	Move Over, Twerp	
	Nobody Asked Me if I Wanted a Babysitter	
	We Never Get to Do Anything	
Aliki		
	Anna's Alphabet	90
	Digging Up Dinosaurs	
	Feelings	104
	How a Book is Made	
Allen, Pamela		
	Who Sank the Boat?	64
Anno, Mitsumasa		
	All in a Day	171
	Anno's Journey	
	Anno's USA	
Arnosky, Jim		
	Mouse Numbers and Letters	
Asch, Frank		
	Bear Shadow	159
	Happy Birthday, Moon	
Ayleswoth, Jim		
	Old Black Fly	247
Bang, Molly		
	Ten, Nine, Eight	105
	The Grey Lady and the Strawberry Snatcher	
	The Paper Crane	
	Wiley and the Hairy Man	
Barchas, Sarah		
	I Was Walking Down the Road	
Barrett, Judy		
	Cloudy with a Chance of Meatballs	
Barton, Jill		
	The Happy Hedgehog	237
Base, Graeme		
	Animalia	
Bayer, Jane		
	A My Name is Alice	90
Bradbury, Ray		
	Switch on the Dark	188
Berger, Melvin		
	Germs Make Me Sick	162
Briggs, Raymond		
	The Snowman	
Brown, Margaret Wise		
	Big Red Barn	
	Four Fur Feet	60
	Goodnight Moon	
	The Little Island	
	The Runaway Bunny	
Brown, Ruth		
	A Dark, Dark Tale	
	Ladybug, Ladybug	104
Brown, Tricia		
	Someone Special Just Like You	175
Browne, Anthony		
	I Like Books	
	Gorilla	
	Piggybook	
	Willy the Wimp	
Bunting, Eve		
	Clancy's Coat	
	The Mother's Day Mice	
	The Wall	
Butler, M. Christina		
	Stanley in the Dark	136
Cannon, Janell		
	Stella Luna	150
Carle, Eric		
	A House for Hermit Crab	
	Brown Bear, Browm Bear	126
	Have you Seen My Cat?	57
	I See a Song	234
	Pancakes, Pancakes	121
	Papa, Please Get the Moon for Me	
	Rooster's Off to See the World	
	The Grouchy Lady Bug	104
	The Honeybee and the Robber	
	The Mixed Up Chameleon	169
	The Secret Birthday Message	76
	The Tiny Seed	141
	The Very Hungry Caterpillar	
	The Very Busy Spider	
	The Very Quiet Cricket	10

- Carlstrom, Nancy
  - *Jesse Bear, What Will You Wear?*
- Carrick, Carol
  - *What Happened to Patrick's Dinosaurs?*
  - *Patrick's Dinosaurs* 167
- Charlip, Remy
  - *Fortunately (Unfortunately)* 65
- Chaucer, Geoffrey
  - *Chanticleer and the Fox*
- Cherry, Lynne
  - *The Great Kapok Tree* 160
- Chocolate, Deborah
  - *Kente Colors* 110
- Clarkson, Jan Nagel
  - *Tricks Animals Play* 111
  - *Animals Do the Strangest Things* 111
- Climo, Shilrey
  - *King of the Birds* 196
- Cole, Joanna
  - *A Bird's Body*
  - *A Snake's Body*
  - *The Magic School Bus at the Waterworks*
  - *The Magic School Bus Inside the Earth*
  - *The Magic School Bus Inside the Human Body*
  - *The Magic School Bus Lost in the Solar System*
- Cooney, Barbara
  - *Island Boy*
  - *Miss Rumphius*
- Cowley, Joy
  - *Monster Sandwich* 58
- Crews, Donald
  - *Bicycle Race*
  - *Carousel*
  - *Freight Train*
  - *Harbor*
  - *Parade*
  - *School Bus*
  - *Ten Black Dots*
  - *Truck*
  - *We Read: A to Z*
- Dale, Penny
  - *Bet You Can't* 174
- Day, Alexandra
  - *Carl's Christmas*
  - *Carl Goes Shopping*
- deBeer, Hans
  - *Little Polar Bear* 149
- dePaola, Tomie
  - *Andy: That's My Name*
  - *Bill and Pete* 71
  - *Bill and Pete Go Down the Nile*
  - *Charlie Needs a Cloak*
  - *Michael, Bird Boy* 179
  - *Nana Upstairs and Nana Downstairs*
  - *Now One Foot, Now the Other*
  - *Pancakes for Breakfast*
  - *Strega Nona*
- dePaola, Tomie (continued)
  - *The Art Lesson*
  - *The Kids Cat Book*
  - *The Popcorn Book* 71
  - *The Quicksand Book*
  - *Watch out for Chicken Feet in Your Soup*
- DeZutter, I. L.
  - *Who Says a Dog Goes Bow Wow?* 72
- Dijs, Carla
  - *Are You My Mommy*
- Dodd Lynley
  - *The Apple Tree* 141
- Dodds, Dayle Ann
  - *The Shape of Things* 130
- Dooley, Nora
  - *Everybody Cooks Rice* 171
- Dorros, Arthur
  - *Abuela* 214
- Dr. Seuss
  - *And To Think That I Saw It on Mulberry Street*
  - *Are You My Mother*
  - *Fox in Socks*
  - *Go, Dog, Go*
  - *Green Eggs and Ham* 116
  - *Hop on Pop*
  - *Horton Hears a Who*
  - *I Wish I Has Duck Feet* 169
  - *On Beyond Zebra* 82
  - *One Fish, Two Fish, Red Fish, Blue Fish*
  - *The Best Nest*
  - *The Cat in the Hat*
  - *The Nose Book* 143
  - *The Lorax* 160
  - *Thidwick, the Big-Hearted Moose*
  - *Yertle the Turtle and Other Stories*
- Dunbar, Joyce
  - *Ten Little Mice* 103
- Ehlert, Lois
  - *Color Zoo* 35
- Everette, Leonard
  - *Boxes, Boxes* 118
- Fairy Tales & Folk Tales
  - *Goldilocks and the Three Bears* 6, 25
  - *Snow White* 245
  - *The Little Red Hen* 194
  - *The Three Little Pigs* 119
  - *Three Billy Goats Gruff* 25
- Felix, Monique
  - *The Story of Little Mouse Trapped in a Book*
- Fleming, Denise
  - *Lunch* 240
- Flint, Lois
  - *Color Zoo* 75
- Florian, Douglas
  - *The City*

Fox, Mem
Hattie and the Fox
Possum Magic
Wilfrid Gordon McDonald Partridge 181
Freeman, Don
A Pocket for Corduroy
Chalk Box Story
Dandelion
Mop Top
Norman the Doorman 10
Gibbons, Gail
Dinosaurs
Farming
Halloween
The Seasons of Arnold's Apple Tree
Up Goes the Skyscraper
Giff, Patricia Reily
Left Handed Shortstop
Happy Birthday, Ronald Morgan
Next Year I'll Be Special
Ronald Morgan Goes to Bat
The Almost Awful Play
The Gift of the Pirate Queen
Gilliland, Judith Heidi
Not in the House, Newton 210
Gilman, Phoebe
Something from Nothing 216
Goodall, John S.
The Adventures of Paddy Pork
Creepy Castle
Paddy Goes Traveling
Paddy Under Water
The Story of a Castle
The Story of an English Village
Grover, Max
Circles, Squares, Everywhere 204
Harris, Nicholas
Owlburt 196
Hayward, Linda
I Spy 217
Heller, Ruth
Animals Born ALive and Well
Chickens Aren't the Only Ones 116
Plants that Never Ever Bloom
The Reason for A Flower
Hindley, Judy
The Wheeling and Whirling Around Book .. 133
Hoban, Lillian
Arthur's Pen Pal
Hoban, Russell
Best Friend for Francis 192
Hoban, Tana
A B See
Is It Red? Is It Yellow? Is It Blue? 110
Look Again
Take Another Look
26 Letters and 99 Cents
Hoberman, Mary Ann
A House Is a House for Me
Hoffman, Mary
Amazing Grace 200
Hutchins, Pat
Changes, Changes
Don't Forget the Bacon
Good Night Owl
Rosie's Walk
The Doorbell Rang
The Very Worst Monster
Johnson, Crockett
Harold and the Purple Crayon 73
Jolin, Dominique
It's Not Fair 193
Joose, Barbara
Mama, Do You Love Me? 172
Jonas, Ann
Color Dance 110
Round Trip
Splash 144
The Quilt 125
The Trek
Jorgenson, Gail
Crocodile Beat 124, 232
Kalan, Robert
Jump, Frog, Jump! 99
Rain
Keats, Ezra Jack
A Letter to Amy
Clementina's Cactus
Maggie and the Pirate
Peter's Chair
The Snowy Day
Whistle for Willie
Kellogg, Steven
A Rose for Pinkerton
Aster Aardvark's Alphabet Adventures
Johnny Appleseed: A Tall Tale
Much Bigger than Martin
Paul Bunyan
Pecos, Bill
Pinkerton, Behave!
The Island of the Skog
The Mysterious Tadpole
Kennealy, Janice
Let's Celebrate Thanksgiving Book of Drawing Fun 168
Kennedy, Jimmy
The Teddy Bear's Picnic 63
King-Smith, Dick
All Pigs Are Beautiful 68
Kraus, Ruth
The Carrot Seed 203

- Kraus, Robert
  - *Another Mouse to Feed*
  - *Come Out and Play, Little Mouse*
  - *Leo the Late Bloomer* 169
  - *Whose Mouse are You?*
- Lewis, Thomas P.
  - *Hill of Fire* 148
- Lindsay, Vachal
  - *The Mooo's the Northwest's Cookie* 136
- Lionni, Leo
  - *A Color of His Own*
  - *Alexander and the Wind-Up Mouse*
  - *Fish is Fish* 114, 209
  - *Frederick*
  - *Inch by Inch* 107
  - *Little Blue and Little Yellow* 66
  - *Let's Make Rabbits*
  - *On My Beach There are Many Pebbles*
  - *Swimmy* 205
  - *The Alphabet Tree* 90
  - *The Biggest House in the World*
- Lobel, Arnold
  - *A Treeful of Pigs*
  - *Days with Frog and Toad*
  - *Fables*
  - *Frog and Toad All Year*
  - *Frog and Toad are Friends*
  - *Frog and Toad Together* 124
  - *Grasshopper on the Road*
  - *Ming Lo Moves the Mountain*
  - *Owl at Home*
  - *On Market Street*
  - *Small Pig*
  - *The Book of Pigericks*
  - *The Rose in my Garden*
- Locker, Thomas
  - *Family Farm*
  - *Sailing With the Wind*
  - *The Mare on The Hill*
  - *The Boy Who Held Back the Sea*
  - *Water Dance* 155
  - *Where the River Begins*
- Lyon, George Ella
  - *Together* 191
- Macaulay, David
  - *BAAA*
  - *Castle*
  - *Cathedral*
  - *City*
  - *Mill*
  - *Pyramid*
  - *Unbuilding*
  - *Underground*
- Mahy, Margaret
  - *Seventeen Kings and Forty-two Elephants*
- Marshall, James
  - *Dinner at Alberta's*
  - *George and Martha*
  - *Goldilocks and the Three Bears*
  - *The Three Little Pigs*
  - *What's the Matter with Carruthers?*
  - *Yummers!*
- Martin, Bill Jr.
  - *Barn Dance*
  - *Brown Bear, Brown Bear, What do you See?*
  - *Chicka Chicka Boom Boom* 124, 125
  - *Knots on a Counting Rope*
- Mayer, Mercer
  - *A Boy, a Dog, and a Frog*
  - *All by Myself* 199
  - *Frog Goes to Dinner*
  - *Frog on His Own*
  - *Frog, Where are You*
- McCloskey, Robert
  - *Bert Dow, Deep-Water Man: A Tale of the Sea in the Classic Tradition*
  - *Blueberries for Sal*
  - *Make Way for Ducklings*
    - *One Morning in Maine*
    - *Time of Wonder*
- McCully, Emily
  - *Picnic*
- McGovern
  - *The Pilgrims' First Thanksgiving* 168
- Milne, A.A.
  - *The Tight Squeeze* 182
  - *Winnie the Pooh*
- Morris, Ann
  - *Bread, Bread, Bread* 173
- Most, Benard
  - *How Big Were the Dinosaurs?* 146
- Mullins, Patricia
  - *Dinosaur Encore!* 128, 146, 167
- Noble, Trinka Hakes
  - *Jimmy's Boa Bounces Back*
  - *Meanwhile Back at the Ranch*
  - *The Day Jimmy's Boa Ate the Wash*
- Numeroff, Laura Joffe
  - *If You Give a Mouse a Cookie* 165
  - *If You Give a Moose a Muffin* 165
- O'Neill, Mary
  - *Hailstones and Halibut Bones* 210
- Olsen, Jen
  - *Chicken and Egg* 116
- Ormerod, Jan
  - *Amelia Bedelia*
  - *Dinosaur Time*
  - *Moonlight*
  - *Sunshine*

- Peet, Bill
  - *Big Bad Bruce*
  - *Chester the Wordly Pig*
  - *Kermit the Hermit*
  - *How Droofus the Dragon Lost His Head*
  - *No Such Things*
  - *Pamela Camel*
  - *The Caboose Who Got Loose*
  - *The Gnats of Knooty Pine*
  - *The Pinkish, Purplish, Bluish Egg*
  - *The Whingingdilly*
  - *The Wump World*
  - *Zella, Zack and Zodiac*
- Piper, Watty
  - *The Little Engine that Could* ... 186
- Pratt, Kristen Joy
  - *A Walk in the Rainforest* ... 160
- Preston, Edna
  - *Squawk to the Moon, Little Goose*
- Pringle, Laurence
  - *Dinosaurs! Strange and Wonderful* ... 128, 146
- Pfister, Marcus
  - *The Rainbow Fish* ... 209
- Raffi
  - *Spider on the Floor* ... 249
- Ray, Mary Lynn
  - *Mud*
- Rey, Margaret & H.A.
  - *The Adventures of Curious George*
- Rosenberg, Liz
  - *Monster Mama* ... 89
- Rylant, Cynthia
  - *Night in the Country*
  - *The Relatives Came*
  - *When I Was Young in the Mountains*
- Scary, Richard
  - *How Things Work* ... 236
- Scheer, Julian
  - *Rain Makes Applesauce*
- Scholastic Discovery Book
  - *Fruit* ... 141
- Schulevitz, Uri
  - *One Monday Morning*
- Sendak, Maurice
  - *Hector, Protector, and As I Went Over the Water*
  - *In the Night Kitchen* ... 136, 212
  - *Pierre*
  - *Seven Little Monsters*
  - *Tiger in My Cellars*
  - *Tiger in My Attic*
  - *Where the Wild Things Are* ... 212
- Simon, Norma
  - *All Kinds of Families* ... 170
- Slobkina Esphyr
  - *Caps for Sale* ... 102
- Spier, Peter
  - *Bored - Nothing to Do!*
  - *Crash, Bang, Boom* ... 69
  - *Fast-Slow, High-Low*
  - *Gobble, Growl, Grunt*
  - *Noah's Ark*
  - *Oh! Were They Ever Happy!*
  - *People*
  - *Christmas!*
  - *Rain* ... 117, 147
  - *The Erie Canal*
  - *The Fox Went Out On A Chilly Night*
  - *We the People*
- Steel, Philip
  - *My First Book of Questions & Answers* ... 157
- Steig, William
  - *Doctor De Soto*
  - *Sylvester and the Magic Pebble*
  - *The Amazing Bone*
- Steptoe, John
  - *Mufaro's Beautiful Daughters: An African Tale*
  - *The Story of Jumping Mouse: A Native American Legend*
- Stevens, Janet
  - *Tops and Bottoms* ... 131
- Stevenson, James
  - *Emma*
  - *Monty*
  - *Quick! Turn the Page!* ... 65
  - *That Dreadful Day*
  - *That Terrible Halloween Night*
  - *The Worst Person in the World*
  - *The Worst Person in the World at Crab Beach*
  - *There's Nothing to Do!*
  - *What's Under My Bed?*
  - *Worse Than Willy!*
- Stevenson, Robert Louis
  - *My Shadow* ... 243
- Strickland, Paul & Henrietta
  - *Dinosaur Roar* ... 167
- Sykes, Julie
  - *This and That* ... 248
- Tafuri, Nancy
  - *Do Not Disturb*
  - *Jungle Walk* ... 74, 60
- Thaler, Eve
  - *When I Was a Baby* ... 166
- Tresselt, Alvin
  - *The Mitten*
- Turkie, Brinton
  - *Do Not Open*
  - *Deep in the Forest*
  - *Obadiah the Bold*
  - *The Adevntures of Obadiah*

- Ungerer, Tomi
  - *Crictor*
  - *The Beast of Monsieur Racine*
  - *The Three Robbers*
- Van Allsburg, Chris
  - *Ben's Dream*
  - *Jumangi*
  - *The Garden of Abdul Gasazi*
  - *The Mysteries of Harris Burdick*
  - *The Polar Express*
  - *The Stranger*
  - *The Wreck of the Zephyr*
  - *The Z Was Zapped*
  - *Two Bad Ants*
- Vincent, Gabrielle
  - *Breakfast Time, Ernest and Celestine*
- Viorst, Judith
  - *Alexander and the Terrible, Horrible, No Good, Very Bad Day* 187
  - *Alexander, Who Used to Be Rich Last Sunday*
  - *I'll Fix Anthony*
  - *My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things*
  - *Rosie and Michael*
  - *The Tenth Good*
- Waber, Bernard
  - *Ira Sleeps Over*
  - *"You Look Ridiculous," said the Rhinoceros to Rich Cat, Poor Cat*
- Walsh, Ellen Stoll
  - *Mouse Paint* 66, 110
  - *Hop Jump* 242
- Walton, Rick
  - *Once there was a Bull...(Frog)* 65
- Wild, Margaret
  - *My Granny* 172
- Wildsmith, Brian
  - *Brian Wildsmith's ABC*
  - *Brian Wildsmith's Bird's*
  - *Carousel*
  - *Daisy The Hunter and His Dog*
  - *Fishes*
  - *Give a Dog a Bone*
  - *Goat's Trail*
- Williams, Vera
  - *A Chair for My Mother* 177
  - *Cherries and Cherry Pits*
  - *Stringbean's Trip to the Shining Sea*
- Winter, Paula
  - *The Bear and the Fly*
- Winthrop, Elizabeth
  - *Shoes*
- Wood, Audrey
  - *Heckedy Peg*
  - *King Bidgood's in the Bathtub*
  - *The Napping House*
- World Book
  - *Inspector McO Presents: All About How Things Are Made* 152
- Yashimo, Taro
  - *Crow Boy*
  - *Umbrella*
- Yolen, Jane
  - *Eeny, Meeny, Miney Mole* 131
  - *Owl Moon*
  - *Princess Ugly*
  - *Sky Dogs*
- Zolotow, Charlotte
  - *My Grandson Lew*
  - *Mr. Rabbit and the Lovely Present*
  - *Say It!* 142
  - *When the Wind Stops* 145
  - *Williams' Doll*

INTERACTIVE STORIES

the big turnip

A farmer once planted a turnip seed. And it grew, and it grew, and it grew. The farmer said it was time to pull the turnip out of the ground. So he took hold of it and began to pull.

He pulled and he pulled and he pulled
But the turnip wouldn't come up.

So the farmer called to his wife who was getting dinner.

Fe, fi, fo, fum
I pulled the turnip
But it wouldn't come up.

And the wife came running, and she took hold of the farmer, and they pulled and they pulled and they pulled. But the turnip wouldn't come up.

So the wife called to the daughter who was feeding the chickens nearby.

Fe, fi, fo, fum
We pulled the turnip
But it wouldn't come up.

And the daughter came running. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And they pulled and they pulled and they pulled. But the turnip wouldn't come up.

So the daughter called to the dog who was chewing a bone.

Fe, fi, fo, fum
We pulled the turnip
But it wouldn't come up.

And the dog came running. The dog took hold of the daughter. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And they pulled and they pulled and they pulled. But the turnip wouldn't come up.

So the dog called the cat who was chasing her tail.

Fe, fi, fo, fum
We pulled the turnip
But it wouldn't come up.

And the cat came running. The cat took hold of the dog. The dog took hold of the daughter. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And they pulled and they pulled and they pulled. But the turnip wouldn't come up.

So the cat called the mouse who was nibbling spinach nearby.

Fe, fi, fo, fum
We pulled the turnip
But it wouldn't come up.

And the mouse came running.

"That little mouse can't help," said the dog. "He's too little."
"Phooey," squeaked the mouse. "I could pull that turnip up myself, but since you have all been pulling I'll let you help too."

So the mouse took hold of the cat. The cat took hold of the dog. The dog took hold of the daughter. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And they pulled and they pulled and they pulled. And UP came the turnip.
And the mouse squeaked, *"I told you so!"*

pancakes

Pancakes is a story in which the teacher is both narrator and giant. The children take the part of the pancakes. In this story an "N" is used to denote a narrator's voice and a "G" is used to denote a giant's voice.

N: Once there was a skillet full of pancakes cooking on a giant's stove.

G: Oh! These pancakes are going to be so good. I can't wait to eat them all up. I'll just light the fire then they can start cooking.

N: When the pancakes started cooking they started bubbling up.
Up popped a leg,
Then another leg,
Then they all settled down.
Up popped an arm,
another arm,
a leg,
another leg,
a head,
then a tongue.
Then they all settled down.
Then the giant returned.

G: Oh! Oh! These pancakes are beginning to burn, I must turn them all over on their backs.

N: Then up popped an arm,
another arm,
a leg,
and a foot.
Then they all settled down.
Up popped a wrist,
another wrist,
an elbow,
and a foot.
Then they all settled down.
Then the giant said:

G: They look like they are nearly ready. I better go and get some syrup and butter. [*giant leaves*]

N: Then all the pancakes peak over the edge of the skillet and decided to escape. They tiptoed out of the skillet and hid in the castle.

G: Oh! I am so hungry. Oh!, what is this. [*seeing the skillet empty*]. Where are the pancakes? They must be hiding. They surely couldn't have turned up. [*Giant goes looking for pancakes in places very close to where the pancakes are hiding*]. Oh! I'm tired of looking. I guess I'll go to my bedroom and rest. [*Giant exits*]

N: The pancakes then sneak out of the castle and go running outside to get away from the giant.
Look what is coming down from the sky. Why it looks like the blue fairy.
[*One student volunteers to be the blue fairy waving a wand or drum mallet over all the students*]
The blue fairy waves her hand and changes all the pancakes into the person they always wanted to be.
[*The blue fairy joins the others*]
Then they all go to the middle of a large green field where all eat lunch.
[*Teacher role models eating pretend food, giving juice or cookies to the more reluctant ones and asking for food from others*]
Does anyone have any ketchup. . . Thank you. . . etc.
I am so sleepy. [*Yawns and goes to sleep*]

TRANSITIONS

A CIRCLE WE WILL MAKE

[♫ Tune: *The Farmer in the Dell* ♫]
A circle we will make
A circle we will make
Hi ho the dairy-o
A circle we will make

The circle will go fast
The circle will go slow
Hi ho the dairy-o
The circle will go slow

AFTER THE END

After the book (story) is finished
Don't you wish you knew
Everything that happened
AFTER it was through!

ALL JOIN HANDS AND MAKE A CIRCLE

[♫ Tune: *Ten Little Indians* ♫]
All join hands and make a circle
All join hands and make a circle
All join hands and make a circle
Make a circle now.

BUSY FINGERS

This is the way my fingers stand,
Fingers stand, fingers stand.
This is the way my fingers stand,
So early in the morning.

This is the way they dance about,
Dance about, dance about.
This is the way they dance about,
So early in the morning.
[This is the way I fold my hands.]
[This is the way they go to rest.]

CALLING MARY

[♫ Tune: *Where is Thumbkin* ♫]
[To call a particular child into the group]
"Where is ______ ?"
"Where is ______ ?"
Please stand up, please stand up, ______ .
Do a little waving and a little clapping
Come over here, come over here.

CLAP YOUR HANDS

Clap your hands, clap your hands
Clap them just like me.
Touch your fingers, touch your fingers
Touch them just like me.
Shake your head, shake your head
Shake it just like me.
Clap your hands, clap your hands,
Now let them quiet be.

COME FOLLOW

Come follow, follow, follow,
Come follow, follow, me.
Come follow, follow, follow,
And here is where you'll be. [*clap, wave hands*]

COPY CAT

Let's play Copy Cat
Just for fun.
Let's copy ________
She's the one.
Whatever she does
we do the same.
Cause that's how we play the COPY CAT GAME!

GRANDPA'S GLASSES

Here are Grandpa's glasses,
Here is Grandpa's hat.
Here's the way he folded his arms,
And here's the way he sat.

Here are Grandma's glasses,
Here is Grandma's cap.
Here is the way she folds her hands,
And lays them in her lap.

GROUP TIME

Group time, group time,
Come and find your places.
Group time, group time,
Come and find your seat.

HEAD AND SHOULDERS

[♫ Tune: *Mary Had A Little Lamb* ♫]
Head and shoulders, knees and toes
knees and toes, knees and toes.
Head and shoulders, knees and toes
Clap your hands and turn around.
[*Last time sing the last line as follows:*]
Clap your hands and all sit down.

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it
stand right up!
If you're happy and you know it
stand right up!
If you're happy and you know it
then you're face will surely show it,
If you're happy and you know it
stand right up!

IF YOUR NAME BEGINS WITH

If your name begins with the letter __
I sing, stand up, stand up.
If your name begins with the letter __
I sing, stand up and choose your center.

1I'M LOOKING FOR. . .

I'm looking for people that have one hand on their head and the other one in their lap.

[*As you find children that are carrying out the task, you may call on them to do something such as plan at the planning board or go outside.*]

IT'S TIME TO MAKE A CIRCLE

[♫ Tune: *Twinkle, Twinkle, Little Star* ♫]
It's time to make a circle now
Find your place and take a bow
Wave your hands one, two, three
Clap your hands, touch your knee
It's time to make a circle now
Find your place and take a bow.

I WIGGLE MY FINGERS

I wiggle my fingers,
I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
Now no more wiggles are left in me.
So I will be still, as still as can be.

LEFT HAND, RIGHT HAND

This is my right hand
I'll hold it up high
This is my left hand
I'll touch the sky
Right hand, left hand
Roll them round.
Left hand, right hand,
Pound, pound, pound.

MY OWN LITTLE PLACE

[*with finger, draw circle on floor around body*]
My own little place
Where I can be
My own little place
No one can see.
Here I can wiggle,
Make faces, and giggle.
For this is the place
That belongs to me.

MY HANDS

My hands upon my head I place,
On my shoulders, on my face,
Now I raise them up so high,
And make my fingers fairly fly.
Now I clap them one, two, three. (clap)
Then I fold them silently.

NAME GAME

Say the last name of a child in the group. Let this child answer "My name is Craig Smith." This helps children listen for their names, take turns, and enjoy the pleasure of being singled out. Clap and chant: "Smith, Smith, Who's name is Smith?" "Smith, Smith, my name is Craig Smith."

OH, LET'S COME TO THE CIRCLE NOW

[♫ Tune: *Oh, Do You Know the Muffin Man* ♫]
Oh, let's come to the circle now, the circle now, the circle now
Oh, let's come to the circle now, it's almost story time.

OPEN, SHUT THEM

Open, shut them, open, shut them,
give a little clap.
Open, shut them, open, shut them,
put them in your lap.
Creep them, creep them slowly upward
to your rosy cheeks.
Open wide your shiny eyes and
through your fingers peep.
Open, shut them, open, shut them,
to your shoulders fly.
Let them flutter like the birdies,
flutter to the sky.
Falling, falling, slowly downward
nearly to the ground.
Quickly raise them, up so high,
twirling round and round.
Open, shut them, open, shut them,
give a little clap.
Open, shut them, open, shut them,
put them in your lap.

POINT TO THE RIGHT

[*Use both arms and follow action slowly as rhyme indicates*]
Point to the left of me,
Point to the right of me,
Point up above me,
Point down below me.
Right, left, up, [*Increase speed in pointing*]
And down so slow. [*Decrease speed*]

POSITIVE STATEMENTS

Each child can say something nice about each other. This helps build positive self images.

PUT YOUR BOTTOM ON THE RUG

Put your bottom on the rug, on the rug,
Put your bottom on the rug, on the rug,
Put your bottom on the rug, and give yourself a hug,
Put your bottom on the rug, on the rug.

PUT YOUR FEET ON THE LINE

[♫ Tune: *Put Your Bottom on the Rug* ♫]
Put your feet on the line, on the line.
Put your feet on the line, on the line.
Put your feet on the line,
Do they look mighty fine?
Put your feet on the line, on the line.

SIMON SAYS

Play Simon Says, and after a few directions go into, "Simon says tiptoe to story time or stand up."

STORY TIME

[*Use this rhyme for story readiness*]
Sometimes my hands are at my side
(Hold hands at side)
Then behind my back they hide
(Put them behind your back)
Sometimes I wiggle my fingers to
(Wiggle your fingers)
Shake them fast, shake them slow
(Shake them fast, shake them slow)
Sometimes my hands go clap, clap, clap
(Clap your hands)
Then I rest them in my lap
(Sit down and rest hands in lap)
Now they're quiet as quiet can be
(put fingers to lips to say "Shhhh")
Because it's story time, you see.
(Return hands to lap, nod head.)

SUZY Q

Big apple, little apple Suzy Q
Here we go walkin' down the avenue
Boogie to the left
Boogie to the right
Boogie to the middle
and out of sight

TEN FINGERS

[*Follow action as rhyme indicates*]
I have ten fingers
And they all belong to me.
I can make them do things,
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.
I can make them jump high,
I can make them jump low,
I can fold them quietly and hold them just so.

THIS IS THE WAY WE MAKE A CIRCLE

[♫ Tune: *Mulberry Bush* ♫]
This is the way we make a circle, make a circle, make a circle
This is the way we make a circle, so early in the morning

TIME FOR STORY TIME

[♫ Tune: *Mulberry Bush* ♫]
Now it's time for story time, story time, story time
Now's it's time for story time, it's story time right now!

TOUCH

I'll touch my hair, my lips, my eyes
I'll sit up straight and then I'll rise.
I'll touch my ears, my nose, my chin
Then quietly sit down again.
Because now it's music time you see

WE'RE GLAD TO BE TOGETHER AGAIN

[♫ Tune: *Mulberry Bush* ♫]
We're glad to be together again,
together again, together again;
We're glad to be together again,
in our school today.
There's Steve and Seth and Scott
and Randy, Kelly, Keith, and
Gary in our school today.

WE'RE GLAD TO SEE YOU

We're glad to see you,
We're glad to see you,
We're glad for our friends,
We're glad to see you.
[We missed seeing you.]

WHAT TIME IT IS?

[♫ Tune: *Muffin Man* ♫]
Oh do you know what time it is,
what time it is, what time it is,
Oh do you know what time it is,
It's time to touch your shoulders.
[*Give other directions:* "It's time to stand right up."]

WHERE IS. . .?

[♫ Tune: *Are you Sleeping?* ♫]
Where is ______ ? Where is _______ ?
There he is, there he is.
Wish he'd come and join us.
Wish he'd come and join us.
Right away, right away.

WIGGLE THEM (TOUCH, BEND, SHAPE)

Wiggle them, wiggle them
Wiggle them so
Wiggle them high
Wiggle them low
Wiggle them to the left
Wiggle them to the right
Wiggle them, wiggle them
Out of sight

WILL YOU STAND UP

[♫ Tune: *Mulberry Bush* ♫]
Will you stand on up on your feet,
on your feet, on your feet.
Will you stand on up on your feet,
stomp your feet and turn around.

WITH MY HANDS

With my hands
I clap, clap, clap!
And now I lay them
in my lap. [*fold hands in lap*]

WON'T YOU COME AND SIT RIGHT HERE

[♫ Tune: *Mary Had a Little Lamb* ♫]
Won't you come and sit right here,
sit right here, sit right here.
Won't you come and sit right here,
for our story.

SONGS

A SAILOR

A sailor went to sea-sea-sea
To see what he could see-see-see
And all that he could see-see-see
Was the bottom of the ocean sea-sea-sea.

A sailor went to chop-chop-chop

A sailor went to knee-knee-knee

A sailor went to tap-tap-tap

ALABAMA, MISSISSIPPI

Alabama, Mississippi, Alabama, New Orleans.
Alabama, Mississippi, gonna shake it on down to New Orleans

Shake it, shake it, shake it, shake it baby.
Shake it, shake it, shake it, shake it baby.
Shake it down to New Orleans.

BIG APPLE

Big apple, little apple
Suzie Que
Here she comes walking down the avenue
Boogie to the left
Boogie to the right
Boogie to the middle
And out of sight

B-I-N-G-O

There was a dog who had a name and BINGO was his name-o
B-I-N-G-O-, B-I-N-G-O, B-I-N-G-O, and BINGO was his name-o
(Repeat verses, leaving one letter out of BINGO at a time and substituting it with a clap)

BROTHER JOHN

Are you sleeping,
Are you sleeping,
Brother John,
Brother John,
Morning bells are ringing,
Morning bells are ringing,
Ding, ding, dong,
Ding, ding, dong.

Fre-re Jaques,
Fre-re Jaques,
Dormez vous,
Dormez vous,
Son nez les matinez,
Sonez les matinez,
Din, din, don,
Din, din, don.

DO YOUR EARS HANG LOW?

Do your ears hang low?
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you throw them over your shoulder like a continental soldier
Do your ears hang low?

DOWN IN THE VALLEY, TWO BY TWO

Down in the Valley, two by two
Down in the valley, two by two
Down in the Valley, two by two
Rise Sally rise!

[*Point to child to act out a motion*]
Let me see you make a motion, two by two
Let me see you make a motion, two by two
Let me see you make a motion, two by two
Rise Sally rise!

[*All children copy motion*]
That's a very fine motion, two by two
That's a very fine motion, two by two
That's a very fine motion, two by two
Rise Sally rise!

[*Pick another child to act out a motion*]
Let's make another motion, two by two
Let's make another motion, two by two
Let's make another motion, two by two
Rise Sally rise!

FIDDLE DI DEE

Fiddle di dee, Fiddle di dee
the fly has married the bumblebee
Will you marry me
and live with me
sweet bumble bee
Fiddle di dee, Fiddle di dee
the fly has married the bumblebee

FIVE LITTLE DOUGHNUTS

[♫Tune: Five Little Ducks that I Once Knew.♫]
Five little doughnuts
In a bakery shop
Round and fat
With sugar on top.
Along came ____________ [*child's name*]
With a penny one day.
He bought a doughnut
And took it away.

Four little doughnuts. . .
[*Until they are all gone*]

FROG WENT A-COURTIN

A frog went a-courtin', he did ride. ((Uh-hum)
A frog went a-courtin', he did ride. (Uh-hum)
A frog went a-courtin', he did ride,
With a sword and pistol by his side. (Uh-hum)

He rode up to Miss Mousie's den. (Uh-hum)
He rode up to Miss Mousie's den. (Uh-hum)
He rode up to Miss Mousie's den,
Said, "Please Miss Mousie, won't you let me in." (Uh-Hum) (Uh-Hum)

"Yes, Sit Frog, I sit and Spin. (Uh-hum)
"Yes, Sit Frog, I sit and Spin. (Uh-hum)
Yes, sir Frog, I sit and spin,
Please Mr. Froggie, won't you come in?" (Uh-Hum)

He took Miss Mousie on his knee...(Uh-hum)
He took Miss Mousie on his knee...(Uh-hum)
He took Miss Mousie on his knee...
Said, "Miss Mouse will you marry me?"

"Oh, yes, Sir Frog, I'll marry you. (Uh-hum)
"Oh, yes, Sir Frog, I'll marry you. (Uh-hum)
Oh, yes, Sir Frog, I'll marry you,
And we'll have children two by two." (Uh-hum)

The frog and mouse they went to France. (Uh-hum)
The frog and mouse they went to France. (Uh-hum)
The frog and mouse they went to France,
And that's the end of my romance. (Uh-hum)

- Feodor Rojankovsky

GOING UP THE MOUNTAIN

Going up the mountain one by one,
Going up the mountain one by one.
Going up the mountain one by one,
Ride sugar ride.

Let's all make a statue one by one,
make another statue one by one.
Make another statue one by one,
Ride sugar ride.
[*Walk around and freeze with the signal to make statues*]

HERE WE GO ZU DE O

Here we go Zu De O! Zu De O! Zu De O!
Here we go Zu De O
All day long
Jump back Sally
Make a little alley
Jump back Sally
All day long
I looked down the alley and what did I see
A big fat man from Tennessee
I bet you five dollars that you can do this
To the front
To the back
To the side, side, side

HOKEY POKEY

You put your right foot in; You put your right foot out;
You put your right foot in, And you shake it all about.
You do the Hokey Pokey, And you turn yourself about.
That's what it's all about.

Hey, you put your:
2. left foot
3. right hand
4. left hand
5. right shoulder
6. left shoulder
7. right hip
8. left hip
9. whole self

I'M A LITTLE TEAPOT

I'm a little teapot short and stout,
Here is my handle, here is my spout.
When I get all steamed up, then I shout,
"Tip me over and pour me out."

I'm a very special pot, it's true,
Here let me show you what I can do.
I can change my handle and my spout;
"Tip me over and pour me out.

I KNOW AN OLD LADY

I know an old lady who swallowed a fly.
I don't know why she swallowed a fly!
I guess she'll die!

I know an old lady who swallowed a spider
That wriggled and wriggled and tickled inside her.
She swallowed the spider to catch the fly,
But I don't know why she swallowed the fly.
I guess she'll die!

Bird: Now, how absurd to swallow a bird! She swallowed a bird to catch the spider that...
Cat: Now fancy that to swallow a cat! She swallowed the cat to catch the bird. She
Dog: My what a hog to swallow a dog! She swallowed the dog to catch the cat. She..
Goat: Just opened her throat and in walked the goat! She swallowed the goat to catch the dog. She ...
Cow: I don't know how she swallowed a cow! She swallowed the cow to catch the goat. She...

I LOVE SOMEBODY

I love somebody, yes I do!
I love somebody, yes I do!
I love somebody, yes I do!
I love somebody, but I won't tell who!

BEST COPY AVAILABLE

JOHN JACOB JINGLEHEIMER SCHMIDT

John Jacob Jingleheimer Schmidt,
his name is my name too.
Whenever we go out, and people always shout,
"JOHN JACOB JINGLEHEIMER SCMIDT."
Dah dah dah dah, Dah dah dah.

LIGHTLY ROW

Lightly row, lightly row! O'er the glassy waves we go;
Smoothly glide, smoothly glide! On the silent tide.
Let the winds and waters be Mingled with our melody,
Sing and float, sing and float! In our little boat.

LITTLE PETER RABBIT

(♪ Tune: Battle Hymn of the Republic♪)
Little Peter Rabbit had a fly upon his ear,
Little Peter Rabbit had a fly upon his ear,
Little Peter Rabbit had a fly upon his ear,
And he flicked it till it flew away!

Little Peter Rabbit had a fly upon his _____.
Little Peter Rabbit had a fly upon his_____.
Little Peter Rabbit had a fly upon his _____.
And he flicked it till it flew away!

Little Peter Rabbit had a _____ upon his _____.
Little Peter Rabbit had a _____ upon his_____.
Little Peter Rabbit had a _____ upon his _____.
And he flicked it till it flew away!

Little Peter ______ had a _____ upon his _____.
Little Peter ______ had a _____ upon his_____.
Little Peter ______ had a _____ upon his _____.
And he flicked it till it flew away!

Little _____ ______ had a _____ upon his _____.
Little _____ ______ had a _____ upon his_____.
Little _____ ______ had a _____ upon his _____.
And he flicked it till it flew away!

LONDON BRIDGE

London Bridge is falling down, falling down, falling down,
London bridge is falling down, my fair lady.

Build it up with iron bars, iron bars, iron bars.
Build it up with iron bars, my fair lady.

Build it up with gold and silver, gold and silver, gold and silver,
Build it up with gold and silver, my fair lady.

Take the key and lock her up, lock her up, lock her up,
Take the key and lock her up, my fair lady.

MISS MARY MACK

Miss Mary mack, mack, mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back

She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephant, elephant, elephant
jump over the fence, fence, fence

He jumped so high, high, high
He touched the sky, sky, sky
And he didn't come down, down, down
Til the fourth of July, ly, ly

MOTHER IS A BAKER

[♫Tune: I Am a Pretty Little Dutch Girl♫]
My mother is a baker, a baker, a baker.
My mother is a baker, she always goes like this,
Yum-Yum! [*say*]
My father is a trashman, a trashman, a trashman.
My father is a trashman, he always goes like this,
YuYum!
Pew-Yew!My sister is a singer, she always goes like this,
Yum-Yum!
Pew-Yew!
La-ta-de-da and a toodle-ee-oo.
My brother is a cowboy
Bang-Bang [*blow, blow*]
My doggie is a licker
[*Slurp, Slurp*]
My kitty is a scratcher
[*Ssss, Ssss*]
My baby is a whiner
Waaa-Waaa
My grandpa is an engineer
Toot-Toot
My grandma is a tickler
[*Tickle*]

OH WHERE OH WHERE HAS MY LITTLE DOG GONE

Oh where, oh where, has my little dog gone?
Oh where, oh where can he be?
With his ears cut short and his tail cut long,
Oh where, oh where can he be?

OLD MACDONALD HAD A FARM

1. Old Macdonald had a farm, E-I-E-I-O.
And on his farm he had a cow, E-I-E-I-O.
With an moo-moo here and a moo-moo there,
Old Macdonald had a farm, E-I-E-I-O.

2. Pig (*oink-oink*)
3. Duck (*quack-quack*)
4 Horse (*neigh-neigh*)
5. Donkey (*hee-haw*)
6. Some chickens (*chick-chick*)

ON TOP OF SPAGHETTI

On top of spaghetti all covered with cheese,
I lost my poor meatball when somebody sneezed.
It rolled off the table and onto the floor,
And then my poor meatball rolled out the door.

It rolled in the garden and under a bush,
And then my poor meatball was nothing but mush.
The mush was as tasty as tasty could be,
And early next summer, it grew into a tree.

The tree was all covered with beautiful moss;
It grew lovely meatballs and tomato sauce.
So if you eat spaghetti all covered with cheese,
Hold on to your meatballs and don't ever sneeze *A-Choo!*

OLD ROGER

Old Roger was dead
And gone to his grave
Oh-oh, gone to his grave

They planted an apple tree
Over his head.
The apples were ripe and ready to fall.
Along came a west wind blowing them down.
Along came an old lady picking them up.

Old Roger jumped up and gave her a knock,
It made the old lady go hippity hop.

OPEN THEM SHUT THEM

Put your hands up high
Open them, shut them
Open them, shut them
Give a little clap, clap, clap.
Creep them, crawl them, up your legs
Up your tummy,
Up your chest,
Up your neck,
Don't let them get in your mouth!
Put them back in your lap.

OSH GOSH NUGA

Osh gosh nuga, Osh gosh nuga,
Hey little hi little, Ho little hey.

Ip-sey Ko-lay, Mish-ee wan-ee
Ip-sey ko-lay, Mish-ee wan-ee

1. Hunting
2. Finding
3. Throwing spears
4. Pulling in
5. Eating
6. Getting sick
7. Calling doctor
8. Getting shot
9. Sleeping

POP GOES THE WEASEL

All around the cobbler's bench, the monkey chased the weasel,
The monkey 'twas all in fun. Pop! Goes the weasel.
A penny for a spool of thread, a penny for a needle.
That's the way the money goes. Pop! Goes the weasel.

PUT YOUR FINGER IN THE AIR

Put your finger in the air, in the air;
Put your finger in the air, in the air;
Put your finger in the air, in the air
And leave it about a year;
Put your finger in the air, in the air.

Put your finger on your head, on your head;
Put your finger on your head, on your head;
Put your finger on your head, on your head
Tell me is it green or red;
Put your finger on your head, on your head.

Put your finger on your nose, on your nose;
Put your finger on your nose, on your nose;
Put your finger on your nose, on your nose
And feel the cold wind blow.
Put your finger on your nose, on your nose.

REMEMBER YOUR NAME AND ADDRESS

Remember your name and address and telephone number too.
Then if some day you lose your way,
You'll know just what to do.
Walk up to that kind police man,
The very one you meet,
And simply say, "I've lost my way; I cannot find my street.
But I know my name and address and telephone number too."
Then he'll be kind and help you find the dear ones who wait for you.

ROW, ROW, ROW YOUR BOAT

Row, Row, Row Your Boat gently down the stream
Merrily, merrily, merrily, merrily
life is but a dream

SAID THE 1000-LEGGED WORM

(♪ Tune: Polly Wolly Doodle ♪)
Said the 1000-legged worm, As he gave a little squirm
"Has anybody seen a leg of mine?
If it can't be found, then I'll have to hop around
on the other nine hundred ninety-nine!"

Hop around! Hop around!
On the other nine hundred ninety-nine.
If it can't be found, then I'll have to hop around
On the other nine hundred ninety-nine!

SHOO FLY

Shoo fly don't bother me,
Shoo fly don't bother me,
Shoo fly don't bother me,
'Cause I belong to some-bod-y

SIX LITTLE DUCKS

Six little ducks that I once knew,
fat ones, skinny ones, fair ones too.

But the one little duck with the feather on his back,
he ruled the others with a quack, quack, quack.
Quack, quack, quack, Quack, quack, quack,
He led the others with his quack, quack, quack!

2. Down to the river they would go,
Wibble, wobble, wibble, wobble to and fro.

3. Home from the river they would come,
Wibble, wobble, wibble, wobble right back home.

SPRING'S ARRIVAL

All the birds have come again,
Hear the happy chorus!
Robin, blue-bird, on the wing,
Thrush and wren this message bring:

Spring will soon come marching in,
Come with joyous singing.

TEN LITTLE MONKEYS JUMPING ON THE BED

Ten little monkeys jumping on the bed,
One fell off and bumped his head
Mommy called the doctor and the doctor said,
"No more monkeys jumping on the bed!"
(Nine little monkeys. . .)

THANKSGIVING DAY

Over the river and through the wood,
To grandfather's house we go;
The horse knows the way to carry the sleigh,
Thro' white and drifted snow.
Over the river and thro' the wood,
Oh how the wind does blow!
It stings the toes and bites the nose,
As over the ground we go.

Over the river and through the wood,
Trot fast my dapple gray!
Spring over the ground,
Like a hunting hound,
For this is Thanksgiving Day!
Over the river and through the wood,
Now grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

THE ANTS GO MARCHING ONE BY ONE

The ants go marching one by one. Hurrah! Hurrah!
The ants go marching one by one. Hurrah! Hurrah!
The ants go marching one by one;
The little one stops to suck his thumb,
And they all go marching down
into the ground - to get out - of the rain.
Boom, boom, boom!

The ants go marching two by two. Hurrah! Hurrah!
The ants go marching two by two. Hurrah! Hurrah!
The ants go marching two by two;
The little one stops to tie his shoe,
And they all go marching down
into the ground - to get out - of the rain.
Boom, boom, boom!

The ants go marching three by three. Hurrah! Hurrah!
The ants go marching three by three. Hurrah! Hurrah!
The ants go marching three by three;
The little one stops to ride a bee,
And they all go marching down
into the ground - to get out - of the rain.
Boom, boom, boom!

The ants go marching four by four. Hurrah! Hurrah!
The ants go marching four by four. Hurrah! Hurrah!
The ants go marching four by four;
The little one stops to ask for more,
And they all go marching down
into the ground - to get out - of the rain.
Boom, boom, boom!

The ants go marching five by five. Hurrah! Hurrah!
The ants go marching five by five. Hurrah! Hurrah!
The ants go marching five by five;
The little one stops to jump and dive,
And they all go marching down
into the ground - to get out - of the rain.
Boom, boom, boom!

The ants go marching six by six. Hurrah! Hurrah!
The ants go marching six by six. Hurrah! Hurrah!
The ants go marching six by six;
The little one stops to pick up sticks,
And they all go marching down
into the ground - to get out - of the rain.
Boom, boom, boom!

The ants go marching seven by seven. Hurrah! Hurrah!
The ants go marching seven by seven. Hurrah! Hurrah!
The ants go marching seven by seven;
The little one stops to write with a pen,
And they all go marching down
into the ground - to get out - of the rain.
Boom, boom, boom!

THE FARMER IN THE DELL

The farmer in the dell,
The farmer in the dell,
Heigh-o the derry-o,
The farmer in the dell.

2.The farmer takes a wife, etc.
3.The wife takes a child, etc.
4.The child takes a nurse, etc.
5.The nurse takes a dog, etc.
6.The dog takes a cat, etc.
7.The cat takes a rat, etc.
8.The rat takes the cheese, etc.
9.The cheese stands alone, etc.

THE LITTLE WHITE DUCK

There's a little white duck (*quack*) sitting in the water,
A little white duck (*quack*) doing what he oughter.
He took a bite of a lily pad,
Flapped his wings and he said,
"I'm glad I'm a little white duck sitting in the water."
Quack, quack, quack.

There's a little green frog swimming in the water,
There's a little green frog doing what he oughter.
He jumped right off the lily pad
That the little duck bit and he said,
"I'm glad I'm a little green frog swimming in the water."
Glumph, glumph, glumph.

There's a little black bug (*chirp*) floating on the water,
A little black bug (*chirp*) doing what he oughter.
He tickled the frog on the lily pad
That the little duck bit and he said,
"I'm glad I'm a little black bug floating on the water."
Chirp, chirp, chirp.

There's a little red snake (sss) lying in the water,
A little red snake (sss) doing what he oughter.
He frightened the duck and the frog so bad;
He ate the little bug and he said,
"I'm glad I'm a little red snake
Lying in the water."
Sss, sss, sss.

Now there's nobody left (sob)
Sitting in the water,
Nobody left (sob)
Doing what he oughter.
There's nothing left but the lily pad;
The duck and the frog ran away.
It's sad that there's nobody left
Sitting in the water.
Boo, hoo, hoo.

THIS AWAY, THAT AWAY

This away
That away
This away
That away
This away
That away
All day long
Strut Miss Suzy
Strut Miss Suzy
Strut Miss Suzy
All day long
Here comes another one,
Just like the other one,
Here comes another one
All day long
Strut Mr. Leroy
Strut Mr. Leroy
Strut Mr. Leroy
All day long
[*repeat*]

THIS OLD MAN

This old man, he played one;
He played knick-knack on my thumb.
With a knick-knack paddy whack, give a dog a bone;
This old man came rolling home.

This old man, he played two;
He played knick-knack on my shoe. *chorus*

This old man he played three;
He played knick-knack on my knee. *chorus*

This old man he played four,
He played knick-knack on my door. *chorus*

This old man, he played five,
He played knick-knack on my hive. *chorus*

This old man he played six;
He played knick-knack on my sticks. *chorus*

This old man, he played seven;
He plaued knick-knack up in heaven. *chorus*

This old man, he played eight;
He played knick-knac on my gate. *chorus*

This old man, he played nine;
He played knick-knack on my spine. *chorus*

This old man, he played ten;
He played knick-knack once again. *chorus*

THREE GREEN SPECKLED FROGS

Three green speckled frogs sat on a speckled log
Eating some most delicious bugs, YUM YUM
One jumped into the pool Where it was nice and cool.
Then there were two green speckled frogs.

Then there was one green speckled frog

Then there were NO green speckled frogs!

THREE LITTLE KITTENS

Three little kittens, they lost their mittens,
and they began to cry,
"Oh Mother dear, we sadly fear,, out ,mittens we have lost."
What! Lost your mittens, you naughty kittens?
Then you shall no pie.
"Me-ow, Me-ow, Me-ow, Me-ow"

Three little kittens, they found their mittens,
and they began to cry,
"Oh Mother dear, see here, see here,
out mittens we have found.
" What! Found your mittens, you little kittens?
Then you shall some pie."
Purr, purr, purr, purr.

Three little kittens put on their mittens,
and soon ate up the pie,
"Oh Mother dear, we greatly fear,
our mittens we have soiled."
What! Soiled your mittens, you naughty kittens?
Then they began to sigh,
"Me-ow, Me-ow, Me-ow, Me-ow"

TWINKLE TWINKLE LITTLE STAR

Twinkle, twinkle, little star,
How I wonder what you are:
Up above the world so high,
Like a diamond in the sky,
Twinkle, Twinkle Little star,
How I wonder what you are.

WHEELS ON THE BUS

The wheels on the bus go 'round and 'round,
'round and 'round, 'round and 'round
The wheels on the bus go 'round and 'round,
all through the town.

Wipers go swish, swish, swish
Windows go up and down
Riders go bumpity, bump
Babies go waaah, waaah, waaah
Mommies go sshhh, sshhh, sshhh

WILLABY WALLABEE

Willabee, wallabee [wary]
An elephant sat on __[Mary]__

WHO'S AFRAID OF THE BIG, BAD WOLF?

Who's Afraid of the Big, Bad Wolf?
The big, bad wolf, the big, bad wolf?
Who's Afraid of the Big, Bad Wolf? Tra la la la la.
Who's Afraid of the Big, Bad Wolf?
The big, bad wolf, the big, bad wolf?
Who's Afraid of the Big, Bad Wolf? Tra la la la la.

Long ago there were three pigs, Little handsome piggy wigs.
For the big bad, very bad wolf, They didn't give three figs.
Number one was very gay, And he built his house with hay.
With a hey-hey toot, he blew on his flute, And he played around all day.
Number two was fond of jigs,
And so he built his house with twigs.
Heigh diddle diddle, he played on his fiddle
And danced with lady pigs.
Number three said, "Nix on tricks;
I will build my house with bricks."
He had no chance to sing and dance
"cause work and play don't mix!
Ha ha ha! The two little, do little pigs just winked and laughed ha ha!

Came the day when fate did frown,
And the wolf blew into town.
With a gruff "puff-puff," he puffed just enough,
And the hay house fell right down.
One and two were scared to death
of the big bad wolfie's breath.
"By the hair of your chin-ny-chin, I'll blow you in,
"And the twig house answered yes.
No one left but number three to save the piglet family.
When they knocked, he fast unlocked and said,
"come in with me!"
Now they all were safe inside,
And the bricks hurt wolfie's pride.
So he slid down the chimney and,
oh by jiminy, in the fire he was fried!
Ha ha ha! The three little, free little pigs rejoiced and laughed ha ha!

YANKEE DOODLE

Yankee Doodle went to town riding on apony;
Stuck a feather in his cap, and called it macaroni.
Yankee Doodle doodle doo, Yankee doodle dandy;
All the lassies are so smart, And sweet as sugar candy.

RHYMES & FINGERPLAYS

BAA, BAA, BLACK SHEEP

"Baa, baa, black sheep, have you any wool?"
"Yes, sir, yes, sir, three bags full:
One for my master and one for my dame,
And one for the little boy who lives down the lane."

BYE, BABY BUNTING

Bye, Baby Bunting,
Daddy's gone a hunting,
To get a little rabbit's skin,
To wrap his Baby Bunting in.

EENSY, WEENSY SPIDER

The eensy, weensy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
Now eensy, weensy spider went up the spout again.

FINGERS, FINGERS

Fingers, fingers, flit and fly.
Fingers, fingers, crawl up high.
Fingers, fingers, turn and twist.
Fingers, fingers, make a fist.
Fingers, fingers, crawl and creep.
Fingers, fingers, go to sleep.

GOLDILOCKS AND THE THREE BEARS

[*Repeat all phrases in parentheses*]
Once upon a time in a nursery rhyme there were (three bears)
They all went a walkin in the woods, and a talkin,
When along cam a girl with long golden hair, her name. . .
Was Goldilocks, and up upon the door she knocked but (No one was there).
She went right in and had herself a blast.
She didn't care; no one was there: and then came home those three bears.
Low voice: "Someone's been eating my porridge," (said the papa bear).
Medium voice: "Someone's been laying in my bed," (said the mama bear).
High voice: "Hey mama bear," said the little wee bear, "someone has broken my chair! Ah!"
Goldilocks woke up, and broke up the party as she (ran out'a there).
"Bye, bye, bye," said the papa bear.
"Bye, bye, bye," said the mama bear.
"Hey, mama wee bear," said the little pee bear,
And that's the story of the three bears!

HEY DIDDLE DIDDLE

Hey, diddle diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such a sport,
And the dish ran away with the spoon.

HICKORY DICKORY DOCK

Hickory, dickory, dock!
The mouse ran up the clock.
The clock struck one,
The mouse ran down, Hickory, dickory, dock!

HINGES

I'm all made of hinges, 'cause everything bends
From the top of my neck, way down to my ends
I'm hinged in the front, I'm hinged in the back
But I HAVE to have hinges or else I would crack!

HOT CROSS BUNS

Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns!
If you have no daughters,
Then give them to your sons.
But if you have none of these little elves,
Then you must eat them all yourselves.

HUMPTY DUMPTY

Humpty dumpty sat on a wall,
Humpty dumpty has a great fall;
All the kings horses and all the kings men,
Couldn't put humpty together again.

I CAUGHT A FISH ALIVE

1-2-3-4-5, I caught a fish alive
6-7-8-9-10, I let him go again
Why did I let him go?
Because he bit my finger so
Which one did he bite?
This little finger on the right.

JACK AND JILL

Jack and Jill went up the hill
    to fetch a pail of water.
Jack fell down and broke his crown
    and Jill came tumbling after.

Up Jack got and home he ran
    as fast as he could caper;
There his mother bound his head
    with vinegar and brown paper.

JACK SPRAT

Jack Sprat could eat no fat,
His wife could eat no lean;
And so betwixt them both, you see,
They licked the platter clean.

JAMES JAMES, MORRISON MORRISON

James James, Morrison Morrison
Weatherby George Dupree
Took great care of his mother,
Though he was only three,
James James said to his mother,
"Mother," he said,said he:
"You must never go down to the end of the town,
if you don't go down with me." - A.A. Milne

LAZY MARY WILL YOU GET UP?

Lazy Mary will you get up, will you get up, will you get up?
Lazy Mary will you get up, will you get up today?

Oh, no, Mother I won't get up, I won't get up, I won't get up.
Oh, no, Mother I won't get up, I won't get up today.

LITTLE BO PEEP

Little Bo Peep has lost her sheep and
can't tell where to find them;
Leave them alone and they'll come home,
wagging their tails behind them.

LITTLE BOY BLUE

Little boy blue,
come blow your horn,
The sheep's in the meadow,
the cow's in the corn.
Where is the boy who looks after the sheep?
He's under the haystack fast asleep.

LITTLE JACK HORNER

Little Jack Horner sat in a corner,
Eating a Christmas pie,
He put in his thumb and pulled out a plum,
And said "What a good boy am I!"

LITTLE MISS MUFFET

Little Miss Muffet sat on a buffet
eating her curds and whey
Along came a spider and sat down beside her
and frightened Miss Muffet away!

LITTLE TURTLE

There was a little turtle, [*Upper right index finger*]
He lived in a box, [*Place in cupped hand*]
He swam in a puddle, [*Move finger in a circle*]
He climbed on the rocks, [*Move up on left fingers*]

He snapped at a mosquito, [*Snap right hand in air*]
He snapped at a flea,
He snapped at a minnow,
He snapped at me [*Snap hand toward self*]
He caught the mosquito, [*Close right fist in air*]
He caught the flea,
he caught the minnow,
But he didn't catch me. [*Point toward self, shake head*]

A LITTLE RED BOX

Oh, I wish I had a little red box to put ________ in.
I'd take her out and [*kiss, kiss, kiss*] and put her back again!

LOOBY LOO

I put my right hand in, I put my right hand out,
I give my hand a shake, shake shake, and turn myself about.

Here we dance Looby Loo,
Here we dance Looby Light,
Here we dance Looby loo,
All on a Saturday night.

2. I put my *left hand* in, etc.
3. *Right foot*
4. *Left foot.*
5. *Head way in.*
6. *Whole self.*

OATS, PEAS, BEANS

Oats, peas, beans and barley grow,
Oats, peas, beans and barley grow;
Can you or I or anyone know
How oats, peas, beans and barley grow?

MR SMITH AND MRS. BROWN

One day Mr. Brown opened his door (four fingers up), went outside (thumb out), and closed his door (close fingers). It was so beautiful outside that he decided to take a walk to Mrs. Smith's house. He went up the hills and down the hills, up the hills and down the hills (use thumb out and move arm up and down). He got to Mrs. Smith's house (other hand is a fist) and knocked on the front door (thumb side). "Oh, Mrs. Smith, oh, Mrs. Smith. I'll try the back door" (pinky side). "Oh, Mrs. Smith, oh, Mrs. Smith. On no, I guess she's not home." So Mr. Brown went back up the hills and down the hills and opened his door (fingers up), went inside (thumb in fist), and closed his door (fingers down).

On the second day. . .[*This is repeated with the left hand as Mrs. Smith.*]

The third day they both opened their doors, went outside, and closed their doors. Mr. Brown said, "I'm going to see if Mrs. Smith is home." Mrs. Smith said, "I'm going to see if Mr. Brown is home." So they both went up the hills and down the hills, up the hills and ran into each other. They said, "Hi, Mr. Brown," and "Hi, Mrs. Smith." How are you? It is so good to see you. I hope to see you again soon." So they shook hands and opened their doors, went inside, closed their doors, and went to sleep.

BEST COPY AVAILABLE

MEASURING

Today when I was playing
I found a piece of string
It was just the right length
to use to measure things.
First I measured Daddy
He was ten strings tall.
Mummy was eight and a bit strings,
Then I measured the wall.
Four, five I counted
As I measured the window sill.
I wish I could measure our baby
But he won't keep still.
I'd like to measure an elephant,
or even a little mouse,
I wonder how many strings it would be
To the very top of our house? - Avelyn Davidson

MARY, MARY QUITE CONTRARY

Mary, Mary quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.

OLD KING COLE

Old King Cole was a merry old soul,
and a merry old soul was he;
He called for his pipe, and he called for his bowl,
and he called for his fiddlers three.
Every fiddler had a fiddle fine, And a very fine fiddle had he;
Tweedle dum Tweedle dee, went the fiddlers three,
Tweedle dum dee, dum deedle dee!

OLD MOTHER HUBBARD

Old Mother Hubbard,
Went to the cupboard,
To get her poor dog a bone;
When she got there,
The cupboard was bare,
And so the poor dog had none.

ONE, TWO BUCKLE MY SHOE

One, two, buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen.

PAT A CAKE

Pat a cake, pat a cake, baker's man.
Bake me a cake, as fast as you can
Pat it and prick it, and mark it with a B,
And put it in the oven for baby and me.

PETER, PETER, PUMPKIN EATER

Peter, Peter, Pumpkin Eater
had a wife and couldn't keep her
put her in a pumpkin shell
and there he kept her very well.

POLLY PUT THE KETTLE ON

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.

Sukey, take it off again,
Sukey, take it off again,
Sukey, take it off again,
They've all gone away.

PUSSY CAT, PUSSY CAT

"Pussy cat, pussy cat, where have you been?"
"I've been to London to visit the queen."
"Pussy cat, pussy cat, what did you there?"
"I frightened a little mouse under her chair".

RAIN, RAIN, GO AWAY

Rain, rain, go away,
Come again another day;
Little Johnny wants to play.

ROCK-A BYE BABY

Rock-a-bye baby on the treetop.
When the wind blows the cradle will rock.
When the bough breaks, the cradle will fall,
And down will come baby, cradle and all.

Hush-a-bye baby on the treetop.
When the wind blows the cradle will rock.
When the bough breaks, the cradle will fall,
And down will come baby, cradle and all.

ROSES ARE RED

Roses are red, violets are blue;
Sugar is sweet, and so are you.

SING A SONG OF SIXPENCE

Sing a song of sixpence,
A pocket full of rye;
Four and twenty blackbirds baked in a pie.
When the pie was opened, The birds began to sing.
Wasn't that a dainty dish to set before the king?
The king was in the counting house,
Counting out his money.
The queen was in the parlor,
Eating bread and honey.
The maid was in the garden
Hanging out the clothes;
Along came a blackbird and pecked off her nose.

TEDDY BEAR, TEDDY BEAR

Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, tie your shoes.
Teddy bear, teddy bear, read your news.
Teddy bear, teddy bear, go upstairs.
Teddy bear, teddy bear, say your prayers.
Teddy bear, teddy bear, turn out the light.
Teddy bear, teddy bear, say good night.

THE MULBERRY BUSH

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush;
So early in the morning.

This is the way we wash our clothes,
So early Monday morning.

This is the way we iron our clothes,
So early Tuesday morning.

This is the way we scrub the floor,
So early Wednesday morning.

This is the way we mend our clothes,
So early Thursday morning.

This is the way we sweep the house,
So early Friday morning.

This is the way we bake our bread,
So early Saturday morning.

This is the way we go to church,
So early Sunday morning.

THERE WAS AN OLD WOMAN WHO LIVED IN A SHOE

There was an old woman who lived in a shoe;
She had so many children, she didn't know what to do.
She gave them some broth without any bread;
She whipped them all soundly and put them to bed.

THREE BLIND MICE

Three blind mice! Three blind mice!
See how they run! See how they run!
They all ran after the farmer's wife, who cut their tails with
a carving knife.
Did you ever see such a sight in your life as three blind mice?

TO MARKET, TO MARKET

To market, to market, to buy a fat pig,
Home again, home again, jiggety jig;
To market, to market, to buy a fat hog,
Home again, home again, jiggety jog.

TWO BLACKBIRDS

There were two blackbirds
Sitting on a hill,
The one named Jack!
The other named Jill!
Fly away Jack!
Fly away Jill!
Come again Jack!
Come again Jill!

PREKINDERGARTEN SKILLS LIST

language & literacy

EXPRESSIVE LANGUAGE: ORAL

- Describe a picture
- Tell a story from a drawing
- Use words to describe things and communicate ideas
- Repeat songs poems, imitate fingerplay movements
- Use dramatic skills to act out rhymes, stories independently
- Ask relevant questions
- Predict outcome of a story by using context clues
- Retell a familiar picture book story
- Tell a story with a beginning, middle, and end
- Recognize/identify rhyming words and common sounds
- Recognize that you can write what you say
- Show/demonstrate awareness of foreign languages

EXPRESSIVE LANGUAGE: WRITTEN

- Draw a picture to tell a story
- Copy/draw symbols and shapes
- Use writing tools
- Copy letters and numbers
- Copy words from the environment
- Write familiar words/names
- Use computers

RECEPTIVE LANGUAGE: LISTENING

- Sit and listen to stories attentively
- Take turns listening/talking
- Follow simple three-step directions

RECEPTIVE LANGUAGE: READING

- Recognize name in print
- Recognize/identify logos & environmental words
- Receive enjoyment from literature
- Attempt to "read" a book
- Recognize that a word is made up of letters; that names can be written
- Recognize first letter in own name
- Recognize/identify letters, numbers, and words as symbols
- Identify upper/lower case letters
- Understand directionality (top to bottom, left to right)
- Receive enjoyment from literature

math concepts

NUMBER

- Determine by one-to-one matching whether one set of objects has "as many as" another set
- Determine by one-to-one matching whether one set of objects has "more than", or "less than" another set
- Develop number concepts 1 - 10 (recognizing that the number 10 is associated with all objects, not just the last one counted)
  - a. Counting sets
  - b. Recognition of numbers as symbols
  - c. Matching number to set
- Distinguish between "all" and "some", "whole" and "part"
- Recognize that size can be determined using a variety of measuring tools (hands, feet, blocks, Unifix cubes, string, etc.)

CLASSIFICATION

- Match like objects
- Describe attributes of things (e.g., size, shape, texture, function)
- Select objects in a set
- Classify/sort objects by sets using one attribute
- Classify/sort objects by sets using two or more attributes
- Classify/reclassify objects
- Identify objects that do NOT belong in a set
- Identify colors

SEQUENCING/ORDERING

- Fit one ordered set of objects to another through trial and error
- Make comparisons - size, weight, length
- Arrange/describe several things in order - size, length, weight
- Place at least three steps in a process in sequential order
- Copy a simple pattern
- Extend a pattern
- Create an original pattern
- Translate a pattern into a different form

SPATIAL

- Match shapes; establish the concept of "same as"
- Select shapes
- Identify shapes
- Experience/describe relative positions, directions, distances
- Act on objects, describe what happens
- Describe how a desired effect was produced
- Complete a 12-15 piece puzzle

TIME

- Demonstrate knowledge of stop/start action on signal
- Experience/describe different rates of speed
- Identify characteristics of day and night
- Recognize that clocks, etc. are used to mark passage of time
- Describe present/past events

science

- Observe seasonal changes
- Use senses to make observations
- Investigate characteristics
- Describe characteristics
- Observe outcomes or changes
- Make comparisons based on observations
- Predict outcomes or changes
- Observe and explore the natural environment
- Use tools to measure: scales, measuring cups and spoons
- Practice healthy habits

social studies

HISTORY

- Begin to express an understanding of cause and effect relationships
- Trace/sequence the personal history and the lives of family and friends
- Begin to express an awareness of life long ago

CULTURE AND FAMILY

- Recognize self as unique and become aware of the uniqueness of others
- Demonstrate an understanding of family and how families are alike and different
- Recognize that cultures have different ways of celebrating the same event
- Begin to respect cultural diversity
- Recognize that culture is learned from the environment
- Identify ways we can work together to help one another
- Respect others with handicapping conditions and disabilities

ECONOMICS

- Identify a variety of workers and services in the community
- Describe ways people earn a living, and ways families use their resources
- Describe how familiar goods and products are made and used

ENVIRONMENTAL AWARENESS

- Begin to recognize the need to take care of the environment

social and personal competence

- State full name and age
- Demonstrate self help skills
- Follow established guidelines
- State full address upon request
- Understand 911 concept
- Show confidence in self: say "I can"
- Use words to express emotions and feelings
- Control own behavior
- Use material/equipment independently
- Participate and cooperate in group play
- Include others in group play
- Respond to teacher's requests
- Explain rules of games or activities to others
- Help to establish classroom rules
- Care for other living things
- Replace objects in specific locations
- Demonstrate pride in own work

creative expression

ART

- Plan and design ideas for art work
- Contribute individual ideas to group projects
- Paint, draw, sculpt
- Express ideas and thoughts in creative ways
- Use imagination for dramatic play
- Construct 3-D objects using a variety of materials
- Create texture using a variety of materials
- Create drawings using real or 3-D objects

MUSIC

- Identify rhythm or beat
- Recognize that sounds can high or low
- Distinguish among the sounds of several instruments
- Listen and respond to music and songs
- Recognize sounds can be loud or quiet
- Recognize tones going up and coming down
- Recognize the voice as an instrument

MOVEMENT

PHYSICAL: LARGE MOTOR SKILLS

- Walk up & down steps without support using alternating steps
- Demonstrate ability to throw in a specific direction
- Kick a ball for distance
- Demonstrate ability to hop, jump , and gallop
- Balance on tip toes ten seconds
- Balance on one foot ten seconds
- Bounce a ball to a partner
- Catch object thrown underhand
- Move from one end of balance beam to other

PHYSICAL: SMALL MOTOR SKILLS

- Construct simple structures with small parts
- Paste objects onto paper
- Color with crayons
- String beads
- Put simple puzzles together
- Draw, trace or copy simple figure/picture
- Cut paper into two or more pieces with scissors
- Cut on straight or curved line
- Cut out simple pictures